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ABSTRACT

The participation and performance of 11th and 12th grade Texas public school district students in the College Board's Advanced Placement (AP) and International Baccalaureate (IB) Organisation courses and examinations during the 1996-1997 school year were investigated. The number of students taking the AP and IB examinations was higher than in previous years, as was the number of schools with AP examinees. Participation rates for Hispanics and African Americans continued to climb, but still lagged behind those for Whites and Asian Americans. The rate for females continued rising faster than that for males. Performance, as measured by the number of AP examinations in the 3-5 score range and number of IB examinations in the 4-7 range was highest in 1997, improving steadily since 1995. Performance as measured by the percentage of AP examinations in the 3-5 score range declined from 60.6% in 1996 to 58.7% in 1997, a result partly due to the rapid increase in the number of AP examinees. Asian American, Native American, and White students continued to outscore African Americans and Hispanic Americans on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 1000-1001 biennium, as well as finding available through federal and local incentive programs, should provide many necessary supports for substantially increasing the number of Texas high school students taking AP and IB courses and examinations. Appendixes contains summary tables, results by district, and results by district analysis categories. (Contains 24 tables, 3 figures, and 55 references.) (Author/SLD)

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Examination Results in Texas

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Abstract. The participation and performance of eleventh and twelfth grade Texas public school district students in the College Board's Advanced Placement (AP) and International Baccalaureate Organisation's (IBO) courses and examinations during the 1996-1997 school year was investigated. Both the number of Texas AP and IB examinees was higher than in previous years, as well as the number of schools with AP examinees. Participation rates for Hispanics and African Americans continued to climb but still lagged behind those for Whites and Asian Americans, while the rate for females continued rising faster than that for males. Performance as measured by number of AP exams in the 3-5 score range and number of IB exams in the 4-7 range was highest in 1997, improving steadily since 1995. Performance as measured by the percentage of AP examinations in the 3-5 score range declined from 60.6 percent in 1996 to 58.7 percent in 1997, partly due to the rapid increase in the number of AP examinees. Asian American, Native American, and White students continued to outscore African Americans and Hispanics on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and non-public school students. The dramatic increase in state funding tor the Texas AP/IB Incentive Program in the 2000-2001 biennium, as well as funding available through federal and local incentive programs, should provide many necessary supports for substantially increasing the number of Texas high school students taking AP and IB courses and examinations.

Keywords. *advanced placement, international baccalaureate, credit by examination, testing, incentive, high school, financial need, scores, research and evaluation, gifted and talented*

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1996-97 Advanced Placement and International Baccalaureate Examination Results in Texas

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February 2000

PREFACE

This is the first report detailing the results of Texas public school district students on the College Board's Advanced Placement (AP) and International Baccalaureate Organisation's (IB) examinations. Yearly reports, describing course and examination participation and examination performance during the previous school year, as well as selected trends, are planned. Comparisons of AP results also were made among all examinees (from both public and non-public schools) in Texas, the nation and other states. Growth in the number of examinees, especially AP examinees, has been increasingly more rapid since 1994-95 – the year legislation partially funding the Texas AP (now AP/IB since 1995-96) Incentive program went into effect.

In 1996, AP performance and participation data was adopted as a report-only indicator for the Academic Excellence Indicator System (AEIS) by the State Board of Education. In 1998, this indicator was defined and reported as the unduplicated, or combined, AP and IB participation (one measure) and performance (two measures) for both examinations and examinees at the district, region, and state levels (cf. TEA, 1998b). In most cases, (excepting the 10 districts statewide with both AP and IB participation in 1996-97), the indicator represents AP participation and performance only.

ACKNOWLEDGMENTS

This report was prepared by the Texas Education Agency's Research and Evaluation Division to promote understanding of the extent to which the College Board's Advanced Placement (AP) and the International Baccalaureate (IB) Organisation's IB Programs of courses and examinations can benefit students, their teachers, and the colleges and universities they attend. By focusing on AP and IB examination results, information is provided that, in large part, can be used in evaluating how well potential benefits of the two programs are being realized statewide, as well as between and within schools and districts.

A debt of gratitude is owed to Educational Testing Service (ETS) staff for providing the College Board's Texas public high school AP examination data and to IBO staff in Cardiff, Wales, Great Britain for the Texas public high school IB examination data. These data were used in many of the report's analyses. In addition, staff in the College Board's Southwestern Regional Office, the IBO's North American Office, and in TEA's Advanced Academic Services Division facilitated or contributed either by providing necessary information for the report or with feedback on the document in draft.

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EXECUTIVE SUMMARY

In 1996-97, 37,563 students in 834 Texas schools (public and non-public) took 62,318 Advanced Placement (AP) examinations, according to College Board reports. This put Texas ***third*** in the nation, behind California and New York, in the number of AP examinees and examinations. Texas, at 56.3 percent, also was above the nation (52.9%) in the percentage of schools with AP examinees. Although there have been increasing numbers of Texas students taking AP examinations since 1986-87, the numbers began rising at an even more rapid rate in 1994-95, the year legislation partially funding the Texas AP [now AP/IB] Incentive Program went into effect. (Funding also applies to International Baccalaureate, or IB, examinations effective from 1995-96.)

While the percentage of AP examination scores of 3, 4, or 5 earned by Texas students has remained below the national percentage since 1994-95, the ***number*** of examinations scored 3-5 rose to its highest value yet in 1996-97. In 1997, Texas students scored 3 or higher on 37,526 AP examinations—60.2 percent of all examinations taken. Nationally, 64.5 percent of examinations had scores of 3 or higher. Generally, colleges will award students credit, advanced placement, or both upon enrollment for scores of 3, 4, or 5 on AP examinations in corresponding college courses. Thus, ***a greater number of Texas students in 1997 than ever before had a greater number of AP examination scores than ever before*** that qualified potentially for college course placement or credit.

Similarly, but on a much smaller scale, 619 Grade 11-12 students in 12 Texas public schools took 1,481 of the International Baccalaureate Organisation's IB examinations in 1996-97, according to Texas Education Agency (TEA) analyses of IB data. These numbers are up somewhat from 1994-95, when 429 students in 11 Texas public schools took 910 IB examinations. Texas students earned scores of 4, 5, 6, or 7 on 76.0 percent (1,126) of 1,481 examinations taken in 1996-97—up from 74.7 percent (or 680 examinations) in 1994-95. Of the colleges that recognize IB scores, students generally are awarded credit or advanced placement in corresponding college courses for IB scores of 4-7.

More schools and districts are participating in the AP and IB programs, and more students are taking the examinations and making high scores, especially for AP. More students are also completing AP, IB, and other TEA-defined advanced courses. Taken together, these trends should contribute ultimately to increases in the number of Texas graduates who complete the more difficult course requirements of the Recommended and Distinguished Achievement high school diploma programs.

While the ***most important*** factor is whether or not students in AP or IB courses are experiencing subject-specific, college-level learning, performance on the AP and IB examinations is the result of objective, external standardized measurement of how well students are likely to perform in the same courses taken in college. The quality and rigor of the advanced courses, the effectiveness of the teaching, and increased student access to the AP or IB courses and examinations must be combined before these important college-level learning experiences can occur. Funding available through state, federal, and local incentive programs can help in providing some of the supports necessary for an increasing number of high school students to experience such high-level academic learning.

TEXAS PUBLIC SCHOOL HIGHLIGHTS

Selected Participation and Performance Trends

- From 1995 to 1997, the percentage of 11th- and 12th-graders in Texas public schools taking AP examinations rose from 6.8 percent to 8.5 percent.

- The percentage of AP examinees and examinations with scores of 3-5 slipped from 1996 to 1997 by less than 2 percentage points—from 62.6 to 61.7 percent for examinees and from 60.6 to 58.7 percent for examinations. In contrast, the percentage of Texas IB examinees earning scores of 4-7 went from 79.7 percent in 1996 to 85.9 percent in 1997; the percentage of examinations with scores of 4-7 rose from 73.4 to 76.0 percent.

- Grade 9-12 AP examinees who also completed at least one AP course rose to 70.5 percent in 1997 from 56.4 percent only 2 years earlier, according to TEA analysis of AP data and Public Education Information Management System (PEIMS) course data. In addition, 9 out of 10 AP examinees tested in 1997 completed some type of TEA-defined advanced course that year. AP examinees who completed the corresponding AP courses in the same year continued to outscore examinees not completing the corresponding courses.

- Just over half (523) of the 980 Texas public school districts with Grade 11-12 enrollment had students who took at least one AP examination. Nine of these 523 districts also had students who took one or more IB examinations.

- School districts with the highest 1997 AP examination participation (above 9.0% of students tested) tended to be in four major urban/suburban education service center (ESC) regions of the state: Austin, Fort Worth, Houston, and Richardson. In addition, district AP participation and performance generally tended to increase along with increases in other performance measures such as percentages of: students passing all TAAS tests taken, graduates taking the SAT I or ACT, and examinees with scores of at least an 1110 SAT I Total or 24 ACT Composite. District AP participation and performance also increased as district average teacher salaries increased.

- ***Ethnic group participation and performance trends.*** Clearly, issues of ethnic minority group (especially African American and Hispanic) access to, and performance on, AP and IB examinations and courses call for continued attention in the state's and nation's schools.

  - Although the participation rate for Texas Hispanics and African Americans has been climbing steadily over the past three years, only 5.2 percent of Hispanics and 3.2 percent of African Americans took a 1997 AP examination. By comparison, 10.7 percent of Whites and about one-quarter (25.3%) of Asian Americans took an AP examination that year. Growth in participation rates also has been less rapid for Hispanics and African Americans than for Asian Americans and Whites, while the rate for Native Americans has fallen.

  - Similar to AP participation, Texas public school Asian Americans had the highest IB examination participation rate from 1995 to 1997 on a percentage basis (almost 1.0%) among all ethnic groups. They also exceeded ***in number*** (112) both African American (61) and Hispanic (31) IB examinees.

- Compared to 1995 results, percentages of Texas public school AP examinees scoring 3-5 dipped slightly in 1997 for all ethnic minority groups, as did the 3-5 examination score percentages, while the percentages for Whites rose slightly. From 1995 to 1997, nearly three-fourths of Asian American examinees received 3-5 scores, followed by about two-thirds of Native Americans, nearly two-thirds of Whites, over half of Hispanics, and around one-third of African Americans.

- Similar to AP examinees, Asian Americans as a group (at 96.4% in 1997) had the highest percentage of Texas IB examinees scoring 4-7 from 1995 to 1997, followed by Whites (91.2%), Hispanics (77.4%), and African Americans (34.4%). In contrast to AP results, IB examinee percentages with 4-7 scores increased for all groups from 1995 to 1997.

- ***Female and male participation and performance trends.*** The expanding gap between males and females participating in AP and IB examinations, as well as the declining percentage of males with 3-5 AP scores, raises questions about the reasons for these trends.

  - From 1995 to 1997, the percentage of Texas Grade 11-12 female students taking AP examinations increased by 1.9 percentage point; participation for males only increased by 1.4 percentage point. Also, the percentage of female examinees with 3-5 scores remained relatively steady (60.5% in 1995 and 1997), while the percentage of male examinees earning such scores declined by 1.6 percentage point. Females exceeded males in the ***number*** of examinees earning 3-5 AP scores due, in part, to the higher number of female examinees.

  - Similar to AP participation, a greater number of Texas females (358) than males (257) took 1997 IB examinations, and the participation gap between the two grew larger since 1995. While a higher percentage of female IB examinees than males achieved 4-7 scores in 1995 only, a higher ***number*** of females than males achieved 4-7 scores from 1995 to 1997.

INTRODUCTION

This report includes background and general descriptions of the College Board's Advanced Placement Program (AP Program) and the International Baccalaureate Organisation's Program (IB Program) of college-level courses and examinations for high school students. Included in the background descriptions are interpretative issues regarding examination score scales, access to the courses and examinations, and specific uses and benefits associated with the courses and examinations. Data sources and the various types of definitions for commonly reported measures are described. Details follow, showing the 1996-97 AP and IB results and trends for the examinations and courses. Evidence for improved access to the AP and IB programs is summarized, as well as the status of examination performance and the extent to which students are prepared for college.

Report purposes are threefold. A first purpose is to promote an understanding of the AP and IB programs and of the diversity existing among high school students who attempt advanced academic challenges while still in high school. A second report purpose is to promote an understanding of the diversity existing among Texas districts in AP and IB program participation and examination performance. A final report purpose is to suggest areas for educational consideration or action for students, teachers, schools, and communities.

GENERAL DESCRIPTION OF AP AND IB PROGRAMS

Advanced Placement (AP) Program. The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. High school students who participate in AP courses are exposed to college-level material and are challenged to complete more rigorous assignments. By doing so, students gain valuable skills in problem analysis, writing, studying, and examination preparation. Many students choose to demonstrate their mastery of the material by taking an AP examination (College Entrance Examination Board [CEEB] & Educational Testing Service [ETS], 1994a), although students can take the examinations without having taken AP courses.

Colleges and universities can grant credit, placement, or both to students who have qualifying scores (CEEB, 1996a). Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations, although a few colleges and universities grant credit in some courses for scores of 2. (See Table A-1 on page 29 in Appendix A for verbal descriptions of scores on the 1-5 AP grading scale.) Each year, the AP Program presents several types of AP Scholar Awards, tied to graduated levels of achievement, to students who perform well on three or more AP examinations (CEEB, 1997a). Students are awarded certificates and their achievements are acknowledged on AP score reports sent to colleges in the following fall (CEEB, 1999).

Sufficiently high scores on AP examinations also can be used to obtain the Advanced Placement International Diploma for overseas study. This component of the AP program is intended to certify the achievement of AP candidates whose higher education plans include the prospect of enrolling in a university outside the United States or Canada. The designation is not a substitute for a high school diploma; it merely acknowledges that the recipient has earned grades of 3 or higher on a specified number of AP examinations from a prescribed set of courses (CEEB, 1997c).

Since the program's inception in 1955, approximately 6 million students have taken nearly 9 million AP examinations worldwide. From 1987 to 1997, the total number of students in the U.S. taking an AP examina-

tion increased from 258,984 to 566,720, and the total number of AP examinations taken increased from 364,481 to 899,463 (CEEB, 1997e). On average, 65 percent of those who take an AP examination receive a grade that is accepted for college credit, advanced placement, or both. Almost 53 percent of U.S. secondary schools currently participate in the program (CEEB, 1997d) (see Table A-2 on page 30 in Appendix A).

AP courses and examinations. AP courses are developed locally, based on course descriptions and other materials provided by the College Board to interested schools. AP teachers typically supplement textbook and College Board course description materials with other materials, special studies, student presentations, and other student performance activities (CEEB, 1993). In addition, instructional approaches used in AP courses can include student-centered seminars with student presentations, instructor-guided discussion on supplementary readings, laboratory activities, field investigation activities, and outside projects.

Annual AP examinations are developed by committees that include discipline experts from college faculty and teachers of the relevant high school AP courses. Development periods for annual examinations span two or more years. The development committees also formulate AP course descriptions in each subject area, which they review and revise every two years to ensure that current thinking about course content and instructional reforms, such as technological advances are being reflected. In addition to these approaches to ensure the content validity of AP examinations, the AP program employs established educational measurement practices to ensure that AP grades (scores) are valid measures of college-level performance (CEEB & ETS, 1994a).

Each AP examination consists of two or more sections. In all but the AP Studio Art examination, which requires a portfolio of work from students, AP examinations include both multiple-choice items for breadth of content coverage and free-response items that allow students to demonstrate both their understanding in an area and the ability to organize and present ideas. Free-response items are presented in a variety of formats: essays, analysis of historical documents, audiotaped responses, extended problem solving, and case study management (CEEB, 1996b).

For three weeks in June of each year, several thousand faculty consultants, comprised of approximately half AP high school teachers and half university professors, convene at five sites throughout the U.S. to read and score the free-response answers written by AP examinees in May. The beginning of the three-week session is spent training the faculty consultants on the use of the scoring standards that have been developed that year by each examination's Chief Faculty Consultant and Test Development Committee. The application of the scoring standards is closely monitored by frequently pausing to revisit the standards, comparing the scores on the same question to ensure consistency among faculty consultants, and keeping track of each consultant's scoring pattern to watch for fatigue (CEEB & ETS, 1997a).

Table A-3 on page 31 in Appendix A shows 1996-97 AP examinations, corresponding AP courses offered in Texas public schools, and the most recent recommendations by the American Council on Education (CEEB & ETS, 1994a) for minimum college credit hours to be granted for AP examination scores of 3 or higher. The Texas Education Agency's Division of Academic Services (TEA, n.d.), maintains a sourcebook of college course credit hours granted by Texas public and private colleges and universities for specific AP and IB examination scores. Two new courses and examinations have recently been added: AP Statistics in 1996-97 and AP Environmental Science in 1997-98. The College Board will offer AP Human Geography course descriptions, associated materials, and an examination in the 2000-01 school year (CEEB & ETS, 1999).

AP Examination fees. For the 1996-97 academic year, the fee for each AP examination was $73, of which the schools normally retain $7. The College Board offers a $22 per-examination credit to qualified students

with acute financial need. Schools are expected to forgo their $7 administrative rebate for these candidates (CEEB, 1997b). With the $22 College Board credit, the $7 school rebate, and the $25 fee reduction approved and funded by the Legislature (under the Texas Advanced Placement Incentive Program, Texas Education Code [TEC] §§28.052-28.054) for students with financial need, the potential cost for an AP examination was as low as $19 in 1996-97. In 1998-99, additional sources of fee reductions from the federal government and the Texas AP/IB Incentive Program allowed financially needy students to pay as little as $6 per examination (TEA, n.d.).

International Baccalaureate (IB) Program. The IB program is a comprehensive two-year curriculum for high school students 16-19 years old. Students in the IB program are encouraged to take one subject from each of six subject groups. Students generally take examinations in May of their junior and senior years or during the last two years of their IB programs. (A smaller November testing session is available for schools in the southern hemisphere.) Students may receive advanced placement or credit, or both, upon entering college. Colleges that recognize IB scores usually award credit, advanced placement, or both to students who score in the 4-7 range on IB examinations. (See Table A-1 on page 29 in Appendix A for verbal descriptions of scores on the IB 1-7 grading scale.) It is recommended that students contact the educational institutions they are interested in attending regarding specific policies on granting credit for scores achieved on IB examinations, as policies vary widely by institution.

Candidates numbering 27,469 of 167 different nationalities from 78 countries took the written IB examination papers in May 1997. From the 1996 to the 1997 testing session, there was an 11.0 percent growth internationally in student numbers and a 10.3 percent growth in the number of schools participating (IBO, 1997a). According to IB reports, each year 70-75 percent of all students internationally who attempt the diploma earn it (IBO, 1997c).

IB courses and examinations. Diploma candidates must follow a program including interdisciplinary courses and components, along with six courses from at least five subject areas. All candidates must complete the Theory of Knowledge (TOK) course; Creativity, Action, and Service (CAS) activities; and an extended essay project based on original, independent research. In addition, one course must be taken in each of five subject areas: Language A1 (first language), Language A2 (second modern language), Individuals and Societies, Experimental Sciences, and Mathematics. A sixth course may be chosen from a list of Arts and Electives, which also includes course choices from the five main subject areas and any school-based course with an IBO-approved syllabus. The six subject area courses are taken at either the Standard (or Subsidiary) Level (SL, representing 150 teaching hours) or Higher Level (HL, representing 240 teaching hours). Students must take at least three, but not more than four, subject area courses at the Higher Level. This allows students sufficient freedom to investigate favorite subjects in greater depth, while helping ensure that a broad curriculum is completed during a two-year period (International Baccalaureate Organisation [IBO], 1999).

To receive an IB diploma, a student must accumulate 24 of 45 total points across six IB examination scores in the required subject areas, plus satisfactory completion of the extended essay, TOK course and CAS activities. The maximum score of 45 points includes scores of 7 on each of the six subject examinations (42 points) and 3 bonus points for an exceptional essay and work in TOK. Students who fail to satisfy all requirements or elect to take fewer than six subject examinations are awarded a certificate for examinations completed with acceptable scores (IBO, 1999).

Evaluations of the quality of candidates' work is the responsibility of both classroom teachers and more than 3,000 examiners worldwide, who are led by chief examiners with international authority. A variety of assessment methods are used to evaluate both the content and the process of academic achievement, and to take into account different learning styles and cultural patterns. Conventional external examination techniques (essay,

short answer, multiple choice, etc.) are complemented by internal assessment of course work by the teachers responsible for evaluating students over the two-year period. Specialized forms of assessment appropriate to the nature of a given subject are used. Teachers' internal marks are assessed by the IB examiners to assure that consistent standards are used in all IB schools. A criterion-referenced grading system is used by the IBO, with each student's performance measured against well-defined levels of achievement consistent from one examination to the next. Top grades reflect attainment of knowledge and skills relative to set standards equally applied to all schools (IBO, 1997d).

IB Examination and school fees in 1997/98. For diploma candidates taking all six examinations in one session, the fee per student is $125 plus $65 for registration. For candidates seeking a certificate and not a diploma, the fee per student is $70 plus $45 for registration. For each examination at either the higher and standard levels, a $48 fee applies. For each extended essay examination, a $30 fee is applied. Schools pay a $300 fee for diploma candidates taking the Theory of Knowledge test (IBO, 1997b). As has been the case for AP examinees, fee reductions for financially needy Texas public school IB examinees have been available through the Texas AP/IB Incentive Program. An additional fee reduction of about $10 per examination was available in 1998-99 from federal funds for financially needy examinees (TEA, n.d.).

Schools wishing to participate in the IB program pay an application fee of $2,500. Once authorized, schools then pay an annual subscription fee of $7,300 to offer IB courses and examinations. Schools authorized to participate in the program, but which are not immediately offering IB courses, pay a fee of $2,000 to remain affiliated with the program (IBO, 1997b).

Access to Testing

Overview. On both a state and national level, efforts are designed to facilitate access to testing and help to ensure increasing participation rates. Texas State Board of Education rules (19 TAC §§74.11-74.13, 1998), for example, allow AP and IB courses to satisfy high school graduation requirements. In addition, state and federal funding provide support for financially needy students interested in taking AP and IB examinations.

The College Board strives to enhance test access to both students and teachers. Flexibility in administration accommodations is offered for students with disabilities or students experiencing extreme hardship. Also, professional development opportunities are provided to teachers interested in teaching advanced courses. The IBO provides similar resources for training and support.

At the local level, high schools can have a significant impact on the number and diversity of students participating in AP and IB courses and examinations. More students are likely to participate in AP and IB courses and examinations when *all* students are encouraged to undertake such course work and when the opportunities for such course-taking are provided in the curriculum. Teachers tend to participate more as they are provided professional development opportunities on the teaching of advanced subject areas. Schools, teachers, and students are more likely to participate in these programs as financial assistance is provided to support training, curriculum changes, and examination taking.

Texas AP/IB Incentive Program. The formal purpose of the Texas AP/IB Incentive Program (TEC §§28.051-28.058, 1997) is to recognize and reward demonstrated success in achieving the state's educational goals. Table A-4 on page 32 in Appendix A presents the incentives aimed at schools, teachers, and students and whether or not each incentive was funded in the 1998-99 biennium.

Until the start of the current biennium, the AP/IB Incentive Program had been severely constrained. The Texas Legislature approved a total of $3.0 million for the fiscal 1998-99 biennium: $500,000 per year from

the Foundation School Program and $2.0 million from the biennium allocation for Gifted and Talented students. These funds were used to reimburse AP teachers who attended AP summer institutes, and to provide fee reductions for students with financial need. Effective in the fiscal 2000-01 biennium, the state legislative appropriation was substantially increased to a total of $21.0 million for the biennium. This includes $2.0 million from the biennium allocation for Gifted and Talented education for *both* Pre-AP/IB activities (for middle school and early high school students) and the Texas AP/IB Incentive Program over the biennium. A remaining $8.0 million and $11.0 million were allocated for the Texas AP/IB Incentive Program for FY 2000 and FY 2001, respectively (Rider 30 of the General Appropriations Act, Article III–Education, 76th Legislature). Thus, additional components of the AP/IB Incentive program to be funded in 1999-2000 include: (a) $30 of the cost of every AP or IB examination taken by high school students completing a PEIMS-designated AP or IB course, (b) financial bonuses to campuses for each student scoring 3-5 on an AP examination or 4-7 on an IB examination, and (c) equipment grants of up to $3,000 (based on need) to up to 150 campuses submitting applications (TEA, 1999a).

Federal AP fee assistance program. The federal AP fee assistance program was first authorized in the 1992 Higher Education Act; however, the program was not actually funded by Congress until federal fiscal year (FY) 1998, when a total of $3 million was awarded (CEEB, 1997f). This program was first implemented in 32 states, including Texas, to provide fee assistance for low-income students. Those students who qualified as "low-income" were at 150 percent of the Census Bureau's poverty guidelines. Consequently, $300,000, Texas' share of the $3 million in federal grants, was available to financially needy 1999 Texas examinees. The Secretary of Education expanded the fee assistance program to financially needy students taking IB examinations as well. The federal money resulted in about $15 extra in fee reductions per examination for financially needy Texas examinees. In addition, Congress recently appropriated $4 million for federal FY 1999 AP fee assistance. Of the $4 million, Texas again will receive $300,000 for May 2000 examinations. In addition, Texas has the opportunity to compete for another $300,000 to develop programs that increase participation of low-income students in AP and IB programs.

Block scheduling and AP. Many high schools in Texas are using a variety of methods to schedule classes known collectively as block scheduling. One of the most common forms is four courses meeting 80 to 90 minutes a day for about ninety days (Kramer, 1996). With this type of schedule, students may be exposed to advanced material only one semester out of the year. If the advanced course ends in December, with AP and IB examinations administered in May, there is a concern that the students may not perform as well as if they had more recently finished the course. When courses are compressed into the spring semester, students may not have finished the course work by the time examinations are administered in May. Some educators maintain, however, that students actually can fit more advanced courses into their schedules under a block schedule arrangement than under traditional schedules (Edwards, 1995).

In a recent College Board study of the four most popular AP examinations (Calculus AB, Biology, U.S. History, and English Literature), students on year-long schedules generally performed better on the four AP examinations than students on semester-long course schedules (CEEB, Office of Research and Development, 1998). Moreover, when students were on compressed schedules, results suggested they achieved higher AP scores when instruction was more recent (e.g., spring course followed by May examination) and when more time was scheduled for instruction. Results for the English Literature and U.S. History examinations tended to be less compelling than those for the Calculus AB and Biology examinations. One possible explanation may involve the way these courses are taught, with better or multiple opportunities for schooling (including self-study) in English and history throughout Grades K-12.

Results from studies of the impact of block scheduling on AP examination scores should continue to be carefully considered, along with educational, course-specific, and other (e.g., discipline or cost-related)

factors that may also play into the various local scheduling scenarios. For example, results were inconclusive from a multivariate study conducted by TEA (1999b) of the impact of block scheduling on a number of performance indicators in Texas public high schools. The College Board's AP Program (1996) suggested that "performance gaps may narrow or disappear as teachers gain more experience with the use of the 90-minute period of instruction" (p. 3).

Specific Uses of AP and IB Examination Results

State and national reporting on overall progress. For many years, the College Board has prepared summary reports of AP examination results for the nation and the individual states (e.g., CEEB & ETS, 1995, 1996, 1997b). The national results have provided an implicit benchmark for examining state performance. However, the state versus national AP performance comparisons are most appropriate when AP examination participation rates, educational and demographic characteristics or examinees, and AP policies within states and within secondary and postsecondary institutions are similar. Such comparisons, when made with consideration of other potential explanations for performance differences, can help in evaluating educational progress within and among institutions over time.

In recent years, interest in using AP examination results as indicators of educational progress and comparative performance has emerged nationally, as well as within certain regions of the nation. One example is the National Education Goals Panel's (NEGP, 1994a, 1994b) annual progress reporting of AP examination participation and performance. It was chosen as a direct measure of Goal 3, one of the eight National Education Goals adopted by Congress in 1994. Goal 3 calls for the nation's students to demonstrate competency over challenging subject matter in a broad array of academic subjects by the year 2000. The AP measure in the NEGP reports is the number of AP examination scores of grade 3 or higher per 1,000 11th- and 12th-graders. These reports compare the most recent year's performance to a prior benchmark year to gauge progress on the measure for the nation and for individual states. In Texas, significant improvement was observed, with the number of scores 3-5 more than doubling from 1991 to 1997 (34 per 1,000 students, 1991; 78 per 1,000 students, 1997). The national number of scores 3-5 also increased over this period from 55 per 1,000 students to 85 per 1,000 students (NEGP, 1997).

State policy regarding the Academic Excellence Indicator System (AEIS). The Academic Excellence Indicator System (AEIS) and the accountability system support the accomplishment of the state's goals for public education. These systems recognize, reward, sanction, and intervene with school districts and campuses to ensure excellence in education for all segments of the student population. Information used to rate and acknowledge districts and schools, or to provide a more comprehensive profile of characteristics and performance, is compiled into the AEIS reports. Three types of performance and profile indicators are used in the system.

- ***Base indicators*** are identified in statute and used to determine accountability ratings.
- ***Additional indicators*** are used to acknowledge high performance on other statutorily defined indicators.
- ***Report-only indicators*** are furnished on annual campus-, district-, and state-level reports. They may be identified by statute, identified by the commissioner, or adopted by the State Board of Education (TEA, 1997b).

In April 1996, the State Board of Education adopted AP performance and participation data as a report-only indicator for the AEIS. The reporting of this indicator began in 1996 with inclusion of examination results for that year and the previous year. At the time, it was requested that IB performance and participation data be included as part of the AEIS as soon as possible, but at least within the next two years (State Board of Education, 1996). Effective in the fall of 1998, this indicator was defined and reported as the unduplicated, or

combined, AP and IB participation (one measure) and performance (two measures) for both examinations and examinees at the district, region, and state levels (cf. TEA, 1998b). Except for the few districts with both AP and IB participation (10 statewide in 1996-97), the indicator actually represents ***AP participation and performance only.***

DATA SOURCES

Data were compiled and analyzed from a number of sources for this report. Consistent with the compilation and reporting of AP and IB examination data from these sources, results are summarized by the year within which the May examinations are taken.

First, College Board summary reports of AP score results for all examinees (from both public and non-public schools) from 1986-87 through 1996-97 were used as the source for comparisons among Texas, the nation, and other states (CEEB & ETS, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997b). No comparable reports (cf. IBO, 1995) were available from the IBO for summaries of all (both public and non-public school) IB score results for Texas, others states, the nation, other nations, or internationally. Second, score results for Texas public school students were provided directly to TEA by the College Board (via Educational Testing Service [ETS] on contract for the College Board) and by the IBO in Cardiff, Wales, Great Britain. ***Note that Texas public school results were the only IB score data available and comparable to AP for inclusion in this report.*** Third, the Texas public school AP and IB examination score results were examined in conjunction with data taken from TEA's Public Education Information Management System (PEIMS) database. These second and third data sources are also the sources used for AP and IB data reported in the Academic Excellence Indicator System (AEIS).

Student grade level, ethnicity, and gender, as well as other district, campus, and student coursework completion information from PEIMS, were used to analyze the Texas public school AP and IB results. When student grade level, ethnicity, and gender were not available from PEIMS, they were obtained from the Texas AP examinee files. In a very few instances, when these same student data were unavailable from PEIMS for IB examinees, they remained unavailable because they could not be obtained from the Texas IB examinee files.

CURRENT RESULTS AND TRENDS

GENERAL TRENDS

AP examination trends for Texas, the nation, and other states. In May 1997, 37,563 students in 834 Texas schools (public and non-public) took 62,318 Advanced Placement (AP) examinations (see Table A-2 on page 30 in Appendix A). This put Texas ***third*** in the nation, behind California and New York, in the number of AP examinees and examinations. Texas was ***fourth*** among the states in the percentage change (+18.0%) in number of examinees from the previous year—especially impressive because each of the other states posting a greater percentage of growth had fewer than 2,500 examinees versus Texas' 37,000+ examinees.

Table 1 on page 8 shows that, from 1987 to 1997, the number of Texas AP examinees more than ***quadrupled*** from 8,792 to 37,563, while national numbers went from 259,222 to 566,720. At the same time, the number of AP examinations taken in Texas rose ***almost fivefold*** (from 12,506 to 62,318), while the number of examinations taken nationally more than doubled (from 364,804 to 899,463). The number of Texas schools (public

TABLE 1

AP Examination Trends for Texas and the Nation: 1986-87 through 1996-97

Year	Number of AP Schools		Number of Examinees		Number of Exams		Number of Scores 3-5		Percent of Scores 3-5	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1997	834	11,424	37,563	566,720	62,318	899,463	37,526	579,865	60.2	64.5
1996	756	11,136	31,843	525,072	52,156	824,329	32,381	523,321	62.1	63.5
1995	649	11,274	27,770	493,263	45,733	767,881	28,006	476,327	61.2	62.0
1994	544	10,863	21,178	447,972	33,944	684,449	23,605	452,377	69.5	66.1
1993	502	10,594	18,139	413,939	28,437	623,933	19,334	401,256	68.0	64.3
1992	451	10,191	15,364	378,692	23,672	566,036	16,442	369,942	69.5	65.4
1991	413	9,781	14,101	351,144	21,529	523,236	14,446	334,911	67.1	64.0
1990	394	9,292	12,766	323,736	19,625	480,696	13,367	318,963	68.1	66.4
1989	346	8,768	11,832	309,751	17,813	455,996	12,102	297,813	67.9	65.3
1988	297	8,247	10,478	288,372	15,567	419,101	10,739	281,566	69.0	67.2
1987	285	7,776	8,792	259,222	12,506	364,804	8,897	246,458	71.1	67.6

Data Sources: CEEB and ETS (1987-1993, 1994b, 1995-1996, 1997b) and personal communication with P. Williamson, College Board Southwestern Regional Office, November 10, 1997, for number of schools data for 1987-1990. Examination score data are for all schools (public and non-public).

The percentage of Texas schools with AP examinees in 1996-97 was 56.3 percent compared to 52.9 percent nationwide.

and non-public) participating in AP examinations also rose during the period, ***nearly tripling*** from 285 to 834, while the same increase nationally was almost 50 percent (from 7,776 to 11,424). In 1997, the percentage of Texas schools participating in AP examinations (56.3%) exceeded the national percentage (52.9%), while New Jersey was the highest (85.0%) and North Dakota was the lowest (7.4%) (see Table A-2 on page 30 in Appendix A).

From 1987 to 1997, patterns of the most marked increases in Texas AP examinee and examination volumes and number of participating schools coincided in 1994-95, while corresponding growth nationally was relatively steady (see Table 1). In some part, this can be linked to 1993 Texas legislation first authorizing and partially funding the Texas Advanced Placement Incentive Program in 1994-95, which has been continued through the current biennium, spanning 1999-2000 through 2000-01.

Along with increasing numbers of examinations, Texas has experienced a dramatic increase in the number of 3-5 AP scores over the past 11 years (from 8,897 to 37,526), as shown in Table 1. Since 1994-95, however, the percentage of AP examination scores of 3-5 earned by Texas students (60.2% in 1996-97) has slipped below the national percentage (64.5%). Considering the large increases in the total number of examinees and examinations, most notably in Texas since 1994-95, the decline in overall AP examination scores is not surprising—because the decline coincides with an increase in schools participating in the AP program *for the first time*.

Table A-2 on page 30 in Appendix A shows that there was a moderately positive correlation between 1996-97 state percentages of 11th- and 12th-graders taking AP examinations, and the percentages of examinations with scores of 3-5. That is, the two percentages tended to increase or decrease together. Because the percentages of all (public and non-public school) students taking AP examinations in most states remains quite low, this suggests that there is still a great deal of untapped potential in student participation and performance among states.

Statewide AP and IB participation and performance trends for public schools. Texas public school AEIS indicator trends statewide on AP mirrored trends mentioned earlier for all Texas schools. From 1995 to 1997, the percentage of 11th- and 12th-graders taking AP examinations rose from 6.8 percent to 8.5 percent (see Table 2). While both the percentage of examinees and of examinations with 3-5 scores slipped from 1996 to 1997 (from 62.6% to 61.7% for examinees, and from 60.6% to 58.7% for examinations), ***both a greater number of examinees and a greater number of examinations*** than ever before qualified potentially for advanced standing or college course credit (see Tables 3-4 on page 10).

As with the AP program, public school IB participation also has increased over time, though on a much smaller scale. There were 619 Grade 11-12 students in 12 Texas public schools who took 1,481 IB examinations in 1997—up from the 429 students in 11 schools taking 910 IB examinations in 1995 (see Table 5 on page 12). Thus, most of the growth in IB examination participation has occurred ***within*** rather than across schools. In contrast to the AP performance dip most recently, the percentage of Texas public school IB examinees earning scores of 4-7 went from 79.7 percent in 1995-96 to 85.9 percent in 1996-97, while the percentage of examinations with these same scores rose from 73.4 percent to 76.0 percent (see Tables 6-7 on page 13).

Statewide AP and other advanced course taking trends and examination taking correspondences. Fundamental to preparation for success on both AP and IB examinations is relevant coursework, such as AP, IB, or other types of advanced courses. Paragraphs below summarize to what extent students in Texas public schools appear to be completing such coursework, according to data collected through PEIMS. Even assuming that some inaccuracies may exist in reporting the courses completed by individual high school students, the trends by and large fairly consistently and compellingly suggest steadily increasing numbers of students completing the relevant AP and other TEA-approved advanced courses each year.

TABLE 2

Texas AP Examination Participation: 1994-95 through 1996-97 Public Schools, Grades 11-12

Student Groups	1994-95			1995-96			1996-97		
	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams
All	352,587	23,980	6.8	359,336	27,413	7.6	377,285	32,071	8.5
Female	182,228	13,611	7.5	186,647	15,582	8.3	195,693	18,410	9.4
Male	170,359	10,369	6.1	172,689	11,831	6.9	181,592	13,661	7.5
African American	43,811	848	1.9	45,849	1,180	2.6	49,021	1,568	3.2
Asian American	11,189	2,465	22.0	11,553	2,693	23.3	12,118	3,064	25.3
Hispanic	107,843	4,055	3.8	110,328	4,853	4.4	117,575	6,172	5.2
Native American	792	71	9.0	821	64	7.8	831	64	7.7
White	188,952	16,391	8.7	190,785	18,415	9.7	197,740	21,122	10.7

Data Sources: TEA analysis of CEEB 1994-95 through 1996-97 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

The College Board encourages schools with AP examinees to offer AP courses in corresponding subject areas. However, circumstances such as resource constraints or too few students may mitigate against AP courses being offered at some high schools. On the other hand, non-AP advanced courses may prepare students sufficiently to perform well on the AP examinations. As Figure 1 shows, Texas public schools with students ***completing AP courses*** rose from 158 schools in 1993 to 632 schools (or 41.5% of schools with 11th- and 12th-graders) in 1997. While the number of schools with students taking AP examinations but ***not completing AP courses*** decreased from 288 to 179 over the same period, the number of schools with students ***completing both AP courses and examinations*** grew from 135 to 557 (36.6% of schools). In addition, the number of schools with students ***completing AP courses without taking AP examinations*** went from 23 to 75, perhaps representing the recent rapid increase in the number of schools offering AP courses for the first time.

TABLE 3

Texas AP Examinee Performance: 1994-95 through 1996-97 Public Schools, Grades 11-12

Student Groups	1994-95 Number of Examinees Scoring 3-5 on Exams	1994-95 Percent of Examinees Scoring 3-5 on Exams	1995-96 Number of Examinees Scoring 3-5 on Exams	1995-96 Percent of Examinees Scoring 3-5 on Exams	1996-97 Number of Examinees Scoring 3-5 on Exams	1996-97 Percent of Examinees Scoring 3-5 on Exams
All	14,965	62.4	17,154	62.6	19,772	61.7
Female	8,234	60.5	9,604	61.6	11,129	60.5
Male	6,731	64.9	7,550	63.8	8,643	63.3
African American	306	36.1	380	32.2	493	31.4
Asian American	1,835	74.4	2,014	74.8	2,263	73.9
Hispanic	2,241	55.3	2,521	51.9	3,217	52.1
Native American	47	66.2	45	70.3	42	65.6
White	10,432	63.6	12,050	65.4	13,711	64.9

Data Sources: TEA analysis of CEEB 1994-95 through 1996-97 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

TABLE 4

Texas AP Examination Performance: 1994-95 through 1996-97 Public Schools, Grades 11-12

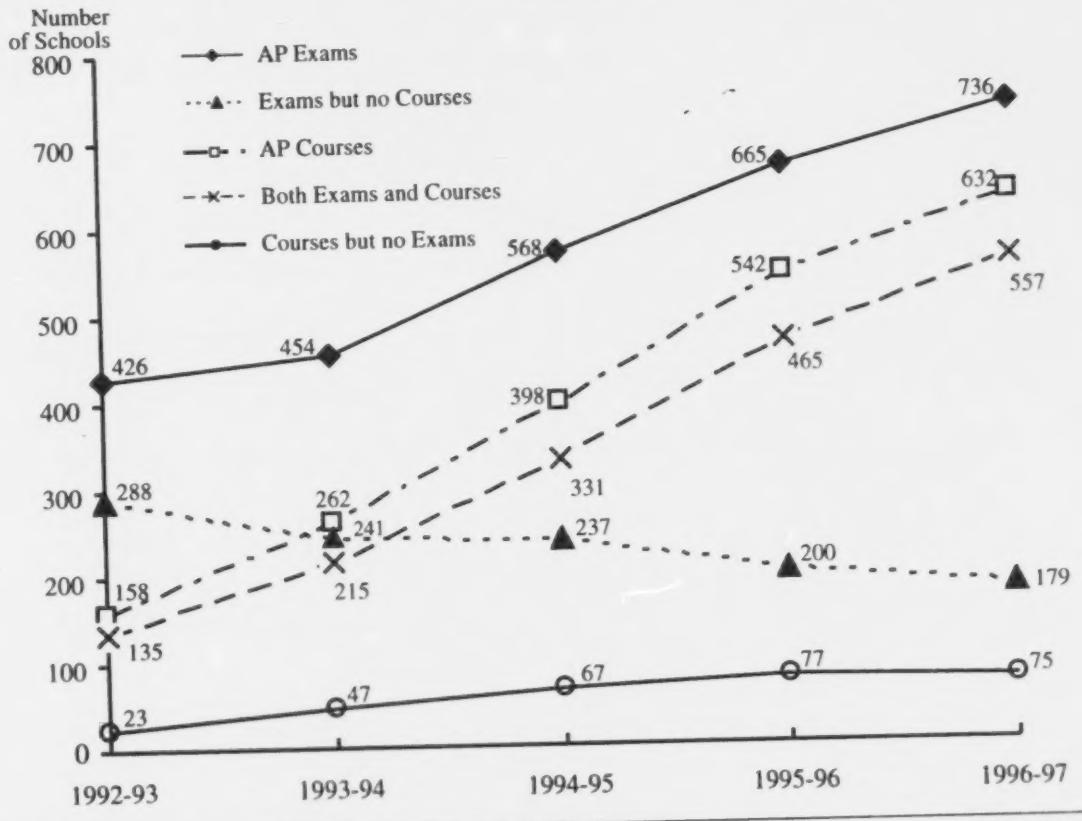
Student Groups	1994-95 Number of Total Exams	1994-95 Number of Exams with Scores of 3-5	1994-95 Percent of Exams with Scores of 3-5	1995-96 Number of Total Exams	1995-96 Number of Exams with Scores of 3-5	1995-96 Percent of Exams with Scores of 3-5	1996-97 Number of Total Exams	1996-97 Number of Exams with Scores of 3-5	1996-97 Percent of Exams with Scores of 3-5
All	39,859	23,931	60.0	45,320	27,472	60.6	54,070	31,764	58.7
Female	21,354	12,371	57.9	24,412	14,495	59.4	29,549	16,872	57.1
Male	18,505	11,560	62.5	20,908	12,977	62.1	24,521	14,892	60.7
African American	1,181	423	35.8	1,683	527	31.3	2,277	684	30.0
Asian American	5,215	3,671	70.4	5,794	4,098	70.7	6,633	4,591	69.2
Hispanic	5,783	2,799	48.4	6,784	3,163	46.6	8,934	4,046	45.3
Native American	119	74	62.2	116	73	62.9	98	58	59.2
White	27,289	16,788	61.5	30,576	19,374	63.4	36,024	22,331	62.0

Data Sources: TEA analysis of CEEB 1994-95 through 1996-97 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

The five-year period from 1993 to 1997 also saw student participation in AP and other advanced courses increase (see Table A-5 on page 33 in Appendix A). The number of Texas public school Grade 9-12 students completing at least one AP course more than quintupled from 11,402 to 59,939, while the number of AP courses completed went from 17,073 to 170,503—almost a 10-fold increase. In 1996-97, 19.6 percent of Texas public school Grade 9-12 students completed and received credit for TEA-defined advanced courses (AP, IB, and other), also up from earlier years (TEA, 1998a).

FIGURE 1

Number of Texas Public Schools with Grade 9-12 AP Courses and Examinations 1992-93 to 1996-97



Data Sources: TEA analysis of CEEB 1992-93 through 1996-97 Texas public school AP examination data and analysis of 1992-93 through 1996-97 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. 1994-95 counts for the number of schools with AP examinations and the number of schools with AP courses vary slightly from counts reported for these data in TEA (1995), which were preliminary at that time. Counts for schools with "exams but no courses" and with "both exams and courses" sum to slightly less than the total number of schools with "AP exams" because of slight differences in the public schools appearing in both the AP examination and PEIMS course completion data files in 1992-93 and 1993-94.

Since 1992-93, the number of Texas public schools with AP examinees has increased substantially, as well as the number of schools with students completing AP courses. In 1996-97, 75 schools had students completing AP courses without taking the examinations, while the number of schools with AP examinees and no AP courses decreased by more than 100 from 1992-93 to 1996-97.

Not all of the students who participate in advanced courses ultimately take AP examinations, nor do all AP examinees take AP courses. These correspondences were examined for school years 1992-93 through 1996-97. Beginning in 1995 for the first time, over half (rather than under half) of the public school Grade 9-12 AP examinees (56.4%) also completed at least one AP course; this rose to 70.5 percent in 1997 (see Table A-6 on page 33 in Appendix A). In addition, 9 out of 10 (90.8%) 1997 AP examinees completed some type of TEA-defined advanced course that same year.

Table A-7 on page 34 in Appendix A shows that, while less than one-fifth (17.8%) of public school Grade 9-12 students completing any TEA-defined advanced course also took an AP examination in 1997 (up from 12.2% in 1993), over 40 percent of AP course completers took an AP examination (up slightly since 1993). Specifically, more than half (57.0%) of 1997 AP examinations were taken by students completing the corresponding AP subject course (an increase from 27.2% in 1993), and more than one-third (34.3%) of AP course completers in 1997 took corresponding AP subject examinations (a slight decrease since 1993) (see Table A-8 on page 34 in Appendix A). On average, AP examinees completing the corresponding AP courses in the same year continued outscoring examinees not completing the corresponding courses, as shown in Table 8 on page 14.

Subject-specific AP and IB examination participation and performance patterns. A richer understanding of AP and IB examination participation and performance can be obtained by studying examination data by subject. Table A-9 on page 35 in Appendix A shows the AP English Language and Composition, English Literature and Composition, and U.S. History examinations combined accounted for almost half (48.2%) of all 1997 AP examinations taken by Texas (public and non-public school) students, followed by Calculus AB and Spanish Language. Nationally, the AP English Literature and Composition, U.S. History, Calculus AB, and Biology examinations accounted for about half (53.6%) of 1997 examinations taken.

Texas students took relatively fewer AP examinations than students nationally in Biology, Chemistry, Physics B, and European History. When at least 500 AP examinations were taken in a subject, Texas mean scores exceeded national scores the most on Studio Art: General, Spanish Language, and Calculus BC examinations.

TABLE 5

Texas IB Examination Participation: 1994-95 through 1996-97 Public Schools, Grades 11-12

Student Groups	1994-95			1995-96			1996-97		
	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams
All	352,587	429	0.12	359,336	419	0.12	377,285	619	0.16
Female	182,228	242	0.13	186,647	233	0.12	195,693	358	0.18
Male	170,359	181	0.11	172,689	183	0.11	181,592	257	0.14
African American	43,811	38	0.09	45,849	33	0.07	49,021	61	0.12
Asian American	11,189	60	0.54	11,553	53	0.46	12,118	112	0.92
Hispanic	107,843	27	0.03	110,328	24	0.02	117,575	31	0.03
Native American	792	< 5	–	821	< 5	–	831	< 5	–
White	188,952	298	0.16	190,785	306	0.16	197,740	410	0.21

Data Sources: TEA PEIMS for student enrollment. TEA summary analyses of Texas public school examination data files provided in 1997 by the IBO in Cardiff, Wales, Great Britain. Grade level, gender, and ethnic group from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (–).

The most popular IB subject examination in 1996-97 was English A1, accounting for just over one-fifth (21.1%) of Texas public school examinations, followed by Spanish B, Economics, and History: Americas HL (see Table A-10 on page 36 in Appendix A). Of these four, mean scores were highest on Spanish B and History: Americas HL.

Differentiating Trends and Patterns

Examinee profiles by ethnicity. Texas Hispanics, African Americans, and Native Americans remained underrepresented as groups among 1997 AP and IB examinees. However, both Texas African Americans, at 4.4 percent, and Hispanics, at 20.4 percent, increased as percentages of all (public and non-public school) AP examinees from 1996 (see Table 9 on page 15). Among Texas public school IB examinees in 1997, Whites represented the largest percentage of test takers, at 66.2 percent, followed by Asian Americans (18.1%), African Americans (9.9%), Hispanics (5.0%), and Native Americans (less than 1.0%).

Table 6

Texas IB Examinee Performance: 1994-95 through 1996-97 Public Schools, Grades 11-12

Student Groups	1994-95 Number of Examinees Scoring 4-7 on Exams	1994-95 Percent of Examinees Scoring 4-7 on Exams	1995-96 Number of Examinees Scoring 4-7 on Exams	1995-96 Percent of Examinees Scoring 4-7 on Exams	1996-97 Number of Examinees Scoring 4-7 on Exams	1996-97 Percent of Examinees Scoring 4-7 on Exams
All	343	80.0	334	79.7	532	85.9
Female	197	81.4	180	77.3	303	84.6
Male	142	78.5	152	83.1	225	87.6
African American	13	34.2	7	21.2	21	34.4
Asian American	55	91.7	52	98.1	108	96.4
Hispanic	18	66.7	17	70.8	24	77.4
Native American	–	–	–	–	–	–
White	253	84.9	256	83.7	374	91.2

Data Sources: TEA summary analyses of Texas public school examination data files provided in 1997 by the IBO in Cardiff, Wales, Great Britain. Grade level, gender, and ethnic group from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (–).

Table 7

Texas IB Examination Performance: 1994-95 through 1996-97 Public Schools, Grades 11-12

Student Groups	1994-95 Number of Exams	1994-95 Number of Exams with Scores of 4-7	1994-95 Percent of Exams With Scores of 4-7	1995-96 Number of Exams	1995-96 Number of Exams with Scores of 4-7	1995-96 Percent of Exams With Scores of 4-7	1996-97 Number of Exams	1996-97 Number of Exams with Scores of 4-7	1996-97 Percent of Exams With Scores of 4-7
All	910	680	74.7	867	636	73.4	1,481	1,126	76.0
Female	508	385	75.8	452	320	70.8	826	616	74.6
Male	395	290	73.4	410	312	76.1	640	497	77.7
African American	56	22	39.3	44	13	29.6	165	36	21.8
Asian American	165	134	81.2	137	115	83.9	295	245	83.1
Hispanic	48	30	62.5	46	29	63.0	65	46	70.8
Native American	–	–	–	–	–	–	–	–	–
White	634	489	77.1	635	475	74.8	937	782	83.5

Data Sources: TEA summary analyses of Texas public school examination data files provided in 1997 by the IBO in Cardiff, Wales, Great Britain. Grade level, gender, and ethnic group from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (–).

Compared to the nation, Texas had more than twice the percentage of 1997 (public and non-public school) AP examinees who were Hispanic (20.4% versus 8.4%), but a lower percentage who were White (58.0% versus 65.6%) and Asian American (9.3% versus 11.2%). Higher proportions of historically lower-scoring, under-prepared groups of examinees in Texas may help explain Texas' lower percentages of 3-5 AP examination scores overall versus the nation.

Ethnic group participation and performance trends. Although the participation rate for Texas public school Hispanics and African Americans has been climbing steadily over the past three years, only 5.2 percent of Hispanics and 3.2 percent of African Americans took a 1997 AP examination, versus 10.7 percent of Whites and about one-quarter (25.3%) of Asian Americans (see Table 2 on page 9). Growth in participation rates also has been less rapid for Hispanics and African Americans than for Asian Americans and Whites, while the rate for Native Americans has fallen. Even with a 4:1 ratio of African American to Asian American students, almost twice as many Asian American as African American students took a 1997 AP examination. Likewise, Hispanic students outnumber Asian American students by almost 10 to 1, but there were just over twice as many Hispanic as Asian American AP examinees.

TABLE 8

Correspondence between AP Examination Scores and AP Courses Completed: 1992-93 to 1996-97 Texas Public Schools, Grades 9-12

AP Exam Score	1992-93 Exams Taken With and Without the Corresponding AP Course		1993-94 Exams Taken With and Without the Corresponding AP Course		1994-95 Exams Taken With and Without the Corresponding AP Course		1995-96 Exams Taken With and Without the Corresponding AP Course		1996-97 Exams Taken With and Without the Corresponding AP Course	
	Without	With	Without	With	Without	With	Without	With	Without	With
	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*	Number *(Percent)*
5	2,186 *(13.7)*	1,083 *(18.1)*	2,366 *(14.7)*	1,725 *(16.6)*	2,119 *(11.8)*	2,633 *(13.2)*	2,027 *(12.2)*	3,268 *(12.6)*	2,091 *(12.7)*	4,832 *(12.7)*
4	3,206 *(20.1)*	1,414 *(23.6)*	3,272 *(20.3)*	2,372 *(22.8)*	3,251 *(18.0)*	4,115 *(20.7)*	2,810 *(16.9)*	5,416 *(20.8)*	2,600 *(15.8)*	7,432 *(19.5)*
3	4,947 *(31.0)*	1,808 *(30.2)*	5,106 *(31.7)*	3,380 *(32.5)*	4,833 *(26.8)*	5,760 *(29.0)*	4,640 *(27.8)*	7,738 *(29.8)*	4,431 *(26.9)*	10,824 *(28.4)*
2	3,967 *(24.8)*	1,227 *(20.5)*	3,973 *(24.6)*	2,178 *(20.9)*	4,874 *(27.0)*	5,210 *(26.2)*	4,583 *(27.5)*	6,752 *(26.0)*	4,521 *(27.5)*	9,784 *(25.7)*
1	1,672 *(10.5)*	447 *(7.5)*	1,401 *(8.7)*	751 *(7.2)*	2,952 *(16.4)*	2,158 *(10.9)*	2,606 *(15.6)*	2,823 *(10.9)*	2,807 *(17.1)*	5,268 *(13.8)*
Mean Score	3.02	3.24	3.08	3.21	2.82	2.99	2.82	2.98	2.80	2.92

Data Sources: TEA analysis of CEEB 1992-93 to 1996-97 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.
Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above. In a small number of instances, scores were not available for examinations that were taken and, thus, are not included in the statistics above.

Similar to AP participation, Texas public school Asian Americans had the highest IB examination participation rate in 1996-97 on a percentage basis (almost 1.0%) among all ethnic groups (see Table 5 on page 12). Asian American examinees (112) also continued to exceed ***in number*** African American (61) and Hispanic (31) IB examinees. Clearly, issues of ethnic minority group access to AP and IB examinations call for continued attention in the state's, as well the nation's, schools.

Compared to 1995 results, the percentages of Texas public school Grade 11-12 AP examinees scoring 3-5 dipped slightly in 1997 for all ethnic minority groups (see Table 3 on page 10), as did the 3-5 examination score percentages (see Table 4 on page 10). Otherwise, these same percentages for Whites rose slightly. Among examinees over the past three years, nearly three-fourths of Asian American examinees received 3-5 scores, followed by about two-thirds of Native Americans, nearly two-thirds of Whites, over half of Hispanics, and around one-third of African Americans. Slightly lower but roughly the same pattern of 3-5 AP examination score percentages also were achieved by all ethnic groups.

In contrast to AP results, Texas public school IB examinee percentages with 4-7 scores increased for all groups from 1995 to 1997 (see Table 6 on page 13), while percentages of 4-7 IB examination scores rose for all groups except African Americans (see Table 7 on page 13). Asian Americans (at 96.4% in 1997) as a group had the highest percentage of examinees scoring 4-7, followed by Whites (91.2%), Hispanics (77.4%), and African Americans (34.4%).

TABLE 9

1996-97 AP Examinees by Grade Level, Gender, and Ethnicity for Texas and the Nation

Examinee Group	Number of Examinees		Percent of Examinee Group		Difference in Percent of Examinee Group from 1995-96 to 1996-97	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
9th/10th grade	1,975	42,615	5.3	7.5	0.9	0.3
11th grade	16,883	216,250	44.9	38.2	2.5	0.6
12th grade	18,249	301,047	48.6	53.1	–2.7	–0.4
11th/12th grade	35,132	517,297	93.5	91.3	–0.2	0.3
Female	21,488	313,451	57.2	55.3	0.5	0.2
Male	16,075	253,269	42.8	44.7	–0.5	–0.2
African American	1,657	24,469	4.4	4.3	0.5	0.0
Native American	145	2,520	0.4	0.4	–0.1	–0.1
Asian American	3,494	63,528	9.3	11.2	–0.3	0.0
Hispanic	7,665	47,626	20.4	8.4	1.8	0.3
White	21,781	371,606	58.0	65.6	–1.1	–0.1
Other Ethnicity	801	15,903	2.1	2.8	0.4	0.3
Not Stated	2,020	41,068	5.4	7.2	–1.1	–0.5
Total	37,563	566,720	100.0	100.0		

Data Source: CEEB and ETS (1996, 1997b). Data are based on all (both public and non-public school) examinees.
Note. Statistics for examinees who were not in Grades 9-12 are excluded from the grade level groups above.

Examinee profiles by gender. Table 9 on page 15 shows that females continued to increase as a percentage of all AP examinees nationally (55.3% in 1997) and in Texas (57.2% in 1997). Similarly, females made up the largest share (57.8%) of 1997 Texas public school IB examinees. The growing underrepresentation of males among examinees raises questions about the reasons for this trend.

Female and male participation and performance trends. Over the past three years, as shown in Table 2 on page 9, the percentage of Texas public school female Grade 11-12 students taking AP examinations increased more rapidly (from 7.5% in 1995 to 9.4% in 1997) than the percentage of males (from 6.1% in 1995 to 7.5% in 1997). During the same period, the percentage of female examinees with 3-5 scores remained relatively steady (60.5% in 1995 and 1997), while the percentage for male examinees declined from 64.9 percent to 63.3 percent (see Table 3 on page 10). Females exceeded males in the sheer ***number*** of examinees earning 3-5 AP scores due, in part, to the higher number of female examinees.

As with AP participation, a greater number of Texas public school females (358) than males (257) took 1997 IB examinations, and the participation gap between the two grew larger since 1995 (see Table 5 on page 12). While a higher percentage of female IB examinees than males achieved 4-7 scores in 1995 only, Table 6 on page 13 also shows that a higher ***number*** of females than males achieved 4-7 scores from 1995 to 1997.

AP and IB examination results by district. Of the 980 Texas public school districts with Grade 11-12 enrollment in 1996-97, 523 had students who took at least one AP examination, and 9 of the 523 also had students who took one or more IB examinations. All 9 districts with IB examination participation also had AP examination participation. Of the 980 districts with eleventh and twelfth graders, 457 had neither AP nor IB participation. Of the 412 districts with five or more AP examinees, 110 districts had fewer than five examinees or examinations with scores of 3, 4, or 5. Table B-1 on page 41 in Appendix B lists the 1997 Texas AP examination results for each district with eleventh and twelfth graders. Table B-2 on page 55 lists the 1997 IB results for only the nine districts with examinees.

Characteristics of districts participating in AP and IB examinations. The majority of public school districts with enrollments of 1,000 students or more were participating in 1997 AP examinations; ***all*** districts with enrollments of 10,000 or more were participating (see Table C-1 on page 61 in Appendix C). (See the Glossary on page 71 for definitions of each of the 25 distinct groupings of districts shown in Appendix C tables.) However, 78.4 percent of rural districts were not participating. A majority of districts in 10 of 20 education service center (ESC) regions (Regions 1-5, 10-11, 13, 19-20) had AP participation. Also, only a minority of districts had AP examination participation when: there was less than 55.0 percent of SAT I- or ACT-tested graduates; no student's score exceeded 1110 for the SAT I Total or 24 for the ACT Composite; average teacher salaries were below $29,392; the percentage of ethnic minority teachers was below 5.0 percent; and the percentage of teachers with advanced degrees was less than 13.8 percent.

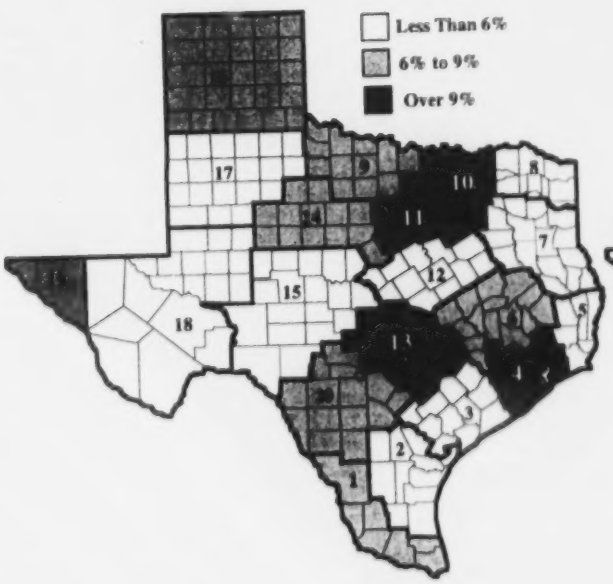
The nine public school districts with IB participation had most characteristics in common with the types of districts with majority AP participation (see Table C-2 on page 65 in Appendix C). All nine had enrollments of 5,000 students or more, at least 20.0 percent of examinees scoring at least 1110 on the SAT I or 24 on the ACT, and ethnic minority pupil enrollments of at least 20.0 percent. Only two of the districts had average teacher salaries of less than $32,078, and only one had under 55.0 percent of SAT I- or ACT-tested graduates or under 27.9 percent of teachers with advanced degrees.

Characteristics associated with district-wide AP examination participation and performance. Of Texas' 523 public school districts with 1997 AP examination participation, those with the highest participation (above 9.0% of students tested) tended to be in four major urban/suburban ESC regions of the state: Austin, Fort Worth, Houston, and Richardson (see Figure 2, and Table C-3 on page 67 in Appendix C). These four ESC regions plus the Huntsville and Kilgore regions tended to have at least 60.0 percent of examinees scoring 3-5 on at least one AP examination. In addition, district AP participation and examinee performance generally tended to increase along with increases in district characteristics such as average teacher salaries, percentages of students passing all TAAS tests taken, percentages of graduates taking the SAT I or ACT, and percentages of examinees with SAT I Total scores of at least 1110 or ACT Composite scores of at least 24 (see Figure 3 on page 18, and Table C-3 on page 67 in Appendix C).

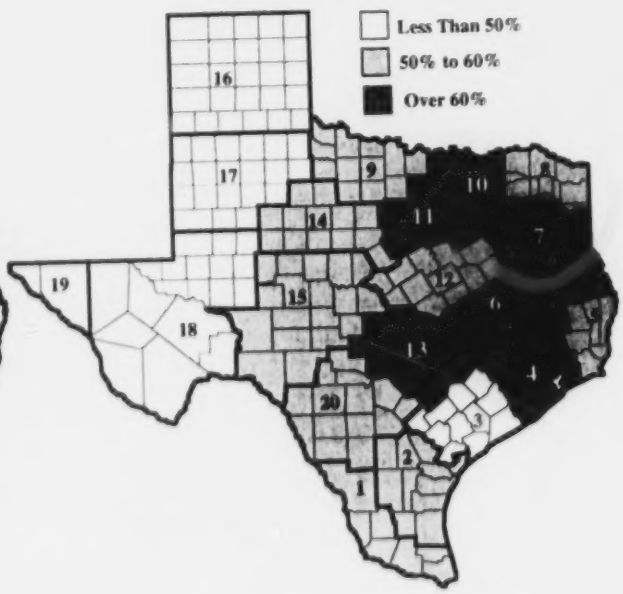
It is important to recognize that the higher AP participation and performance in districts with higher average teacher salaries may be linked in part to other district characteristics, such as district size, that are also related to teacher salaries. For example, large districts, which have higher AP participation and performance, also typically have higher teacher salaries.

FIGURE 2

1996-97 AP Participation: Percent of Students Taking at Least One Examination



1996-97 AP Performance: Percent of Examinees Scoring 3 or Above



Data Sources: TEA analysis of CEEB 1996-97 Texas public school AP examination data and TEA PEIMS 1996-97 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

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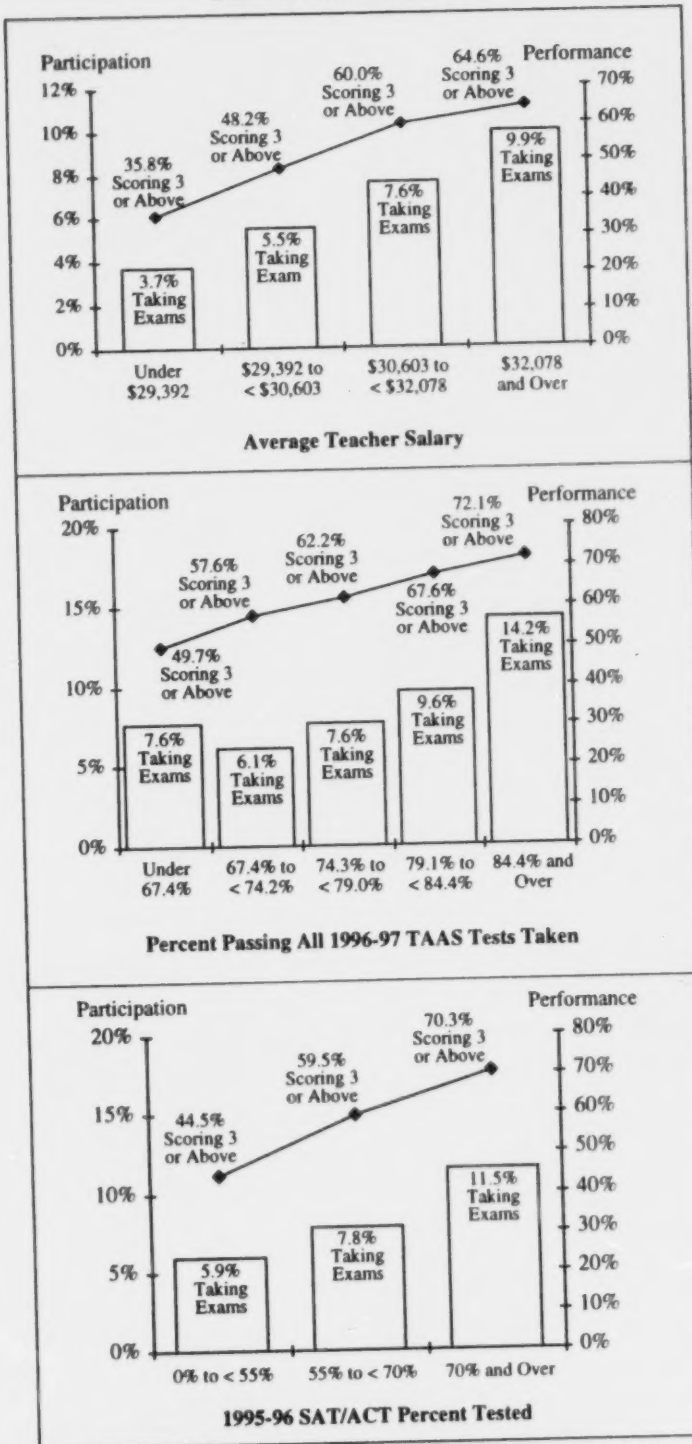
FIGURE 3
1996-97 AP Participation and Performance by District Characteristics



Data Sources: TEA analysis of CEEB 1996-97 Texas public school AP examination data and of TEA PEIMS 1996-97 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

SUMMARY

Overall, the AP results show robust growth over the past eleven years (1987-1997) in the number of Texas schools and districts with students participating in the examinations, number of students tested, number of examinations taken, and number of advanced courses (AP, IB, and other TEA advanced courses) completed by public school students. AP examination performance results are more mixed, with the highest number yet (through 1997) of examinees earning scores of 3-5 on the examinations, but with a small slippage in the percentage of examinees earning the same range of scores. As educators and students in schools with new or recently expanding AP programs gain more experience with AP courses and examinations, recovery in examination performance is expected.

While the number of participating IB public schools and districts remained virtually constant from 1995 to 1997, the 1996-97 examinee and examination numbers did represent respective increases of about 50 percent and 70 percent above those same numbers in the prior year. Similarly, the number of 4-7 Texas IB scores showed about a 77 percent increase in 1996-97 over the previous year's number, and the percentage of scores at 4-7 (76.0%) was highest in 1996-97.

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CONSIDERATIONS FOR EDUCATIONAL COMMUNITIES

Benefits of the AP program extend not just to students, but also to their teachers, high schools, and the colleges and universities they attend (CEEB, 1996b). Although only a few schools in Texas have IB programs, similar benefits most likely apply. Potentially, both programs provide students with the opportunity to study certain academic subjects in greater depth and to develop analytical and other study skills that can contribute to college-level success. The examinations can also enrich the academic experience because comparisons of achievement with peers can motivate and inspire confidence for managing academic challenges in college. Most obviously, students with sufficiently high examination scores can receive college credit or advanced placement, depending on the policies of the college or university they attend.

For secondary school teachers, both programs introduce opportunities for professional development and the chance to teach challenging subjects to able, motivated students. For secondary schools, both programs can help enrich the academic curriculum and enhance the quality and reputation of college preparatory programs. For colleges and universities, both programs can provide additional means to identify and recruit students who have successfully met demands in challenging college-level courses.

To reap the most in potential benefits from AP and IB courses and examinations, educational communities (students, educators, policy makers, schools, and community members) should examine a number of educationally relevant factors and supports. Such considerations can help ensure that able, motivated students have access to AP or IB courses and examinations and that students will be successful.

STUDENT ACCESS TO AP AND IB COURSES AND EXAMINATIONS *WITHIN SCHOOLS* SHOULD BE EXAMINED.

Access to courses. The challenge is to develop programs that will effectively prepare a broad range of high school students for exposure to college-level academics offered in high school. To that end, curriculum articulation and alignment may need scrutiny, including possible development of Pre-AP, Pre-IB, or other relevant prerequisite courses to better prepare a large number and diversity (e.g., by ethnicity, gender, economic status, etc.) of students for AP and IB courses. Forming AP vertical teams of educators across grades (middle and high school) and content areas may help in this regard, as well as review of district and school policies governing access to AP and IB courses. Educators must ensure that the opportunity for participation in such courses is open to all students.

Access to examinations. As is the case for any examination not required of all students (e.g., SAT I, ACT, AP, IB, etc.), the extent of student participation can be affected by any number of factors.

- One important factor is the fee charged per AP or IB examination taken. Although paying fees for examinations that provide students the potential to earn college credit with qualifying scores is much less than the cost of taking college courses, the fees can be prohibitive for many. However, examination cost has become less of an issue with: College Board fee reductions for AP examinations; the funding of the Texas AP/IB Incentive Program over the three previous biennia and especially the current biennium; the new federal funding for AP and IB, and other locally sponsored fee reductions and waivers (e.g., Hager, Antinone, Fleisher, & Vinson, 1997). These efforts usually include special provisions for assisting financially needy students.

- While students may take AP and IB examinations for reasons other than for earning college course credit or advanced placement, qualifying scores on other examinations, such as the College Board's SAT II: Subject Tests and CLEP tests, are often used by colleges and universities as alternative tests to grant students course credit or advanced placement (e.g., Brasel, 1993; TEA, 1997a; The University of Texas at Austin, 1995).

- Even students who receive high school credit for AP or IB courses without taking the examinations or without achieving qualifying examination scores often receive more consideration in the college admissions process than students who have not completed advanced high school courses.

Student Access to AP and IB Courses and Examinations *Statewide* should be Examined.

While the number of Texas schools and districts with AP courses, examinations, or both has been growing quite rapidly over the past few years, there remain a large number of Texas public high schools and districts with students taking neither the courses nor examinations. Texas public school data in 1997 continued showing low-enrollment districts having lower AP examination participation than large districts. Because of the type of review process maintained and the financial commitment required by the IBO for school and district participation, the number of Texas schools and districts participating in the IB program has remained both low and virtually constant.

- Small numbers of students may make it more difficult for schools or districts to offer AP, IB, or other advanced courses. However, small districts have a history of collaborating to meet the educational needs of students. Also, solutions through technology, such as increased access to distance learning courses (e.g., TEA, T-STAR Information and Training Center, 1998), are becoming more of a reality.

- Schools with no recent or previous AP or IB examination experience may be at a disadvantage when compared to schools with prior experience, and must be allowed ample time and support to establish such programs.

- Percentages of all (public and non-public school) students taking AP examinations in most states remain quite low, and these percentages across states tend to increase with state percentages of 3-5 examination scores achieved. This suggests that there is still a great deal of untapped potential in student participation and performance among states, including Texas. Currently, the correlation between participation and performance percentages across Texas districts is negligible.

- Teacher training subsidies and equipment grants through the Texas AP/IB Incentive Program can help support establishment of AP and IB programs in a greater number of schools and districts, as well as expanding and improving existing programs.

Rigor and Quality of AP and IB Courses should be Examined and Supported.

Student examination performance is one type of check on the rigor and quality of AP and IB courses.

- If discrepancies in course grades assigned by teachers and scores obtained on AP and IB examinations are observed, they may point to a possible need for evaluation of the curriculum and instruction.

- Careful evaluation of student performance on various components of the AP and IB examinations may help identify areas needing improvement or better coverage in the curriculum.

- Discrepancies in examination performance among student groups (e.g., by ethnic group, gender, varying amounts and quality of academic preparation, previous examinations taken, etc.) should be examined so that supports (e.g., study guides, review sessions, extra tutoring, etc.), relevant teacher training, or curriculum and instructional changes can be considered.

- Based on studies from the College Board (e.g., College Board, AP Program, 1996; CEEB, Office of Research and Development, 1998), if semester-long (often known as block scheduling) rather than year-long (or traditional) schedules are used for AP courses, careful consideration and evaluation may be needed regarding the impact of schedule type, along with other factors, on student course and examination performance.

Student Performance in AP and IB Courses should be Examined.

Analysis of TEA and College Board AP data continue to show increasing numbers and percentages of Texas examinees completing AP and other advanced courses during the same year, along with increasing numbers and percentages of AP and other advanced course completers who have taken AP examinations. Another study (Henderson, Winitzky, & Kauchak, 1996) has indicated that training teachers to most effectively prepare students in AP courses for AP examinations can have a major influence on how well students perform on the examinations. Extending such generalizations to IB examination performance is reasonable but can only be done on a tentative basis at best.

- Examinees who have taken the corresponding AP courses continue to outscore, on average, those who have not taken the corresponding courses. Thus, students who take AP courses should be encouraged to take the examinations and should be well informed about possible support available to help defray examination costs. (IBO policy usually does not permit students to take an IB examination unless they have taken the corresponding course.)

- Examinees who have had progressively rigorous academic preparation, along with progressively rigorous experience with examinations such as the PSAT/NMSQT, SAT I, and ACT, may have some advantage over students who have not the same type of preparation and experience.

- According to Henderson et al. (1996), effective teachers distribute and ask more questions of their students, spend a greater percentage of time on task during a class period, provide more assignments and greater amounts of feedback on those assignments, and create a learning environment that encourages higher participation by students when responding to questions. They also have more elaborated and organized knowledge structures of their subject matter than less effective teachers.

AP and IB Examination Performance should be Interpreted relative to College Success.

AP and IB courses and examinations appear to be means to many critical longer term goals. Willingham and Morris' (1986) study of AP examinees revealed the following patterns.

- Students who earned scores of 3, 4, or 5 on AP examinations tended to excel in college to a greater degree than students who did not take the examinations. Such students were more likely to maintain a B average their freshman year and were more likely to graduate with academic honors. They were more frequently cited as leaders and as most successful overall. These students also were more often accepted to doctoral-level programs following undergraduate work than their non-AP peers.

- Students who earned more scores of 4 or 5 on their AP examinations tended to have higher scores on a college admissions test and to graduate in the top decile of their high school class. They also were more likely to graduate from college with top honors. Students who scored 1 or 2 on the AP examinations tended to do less well—for example, they were less likely to be among the top performers in high school and were less likely to graduate from college with honors.

- AP examinees were more likely to take more course work in the subject areas in which they were tested. In fact, they were also two to five times more likely to major in a subject area in which they were tested than were college students in general. Thus, taking a particular AP subject examination may indicate a special interest in that academic area.

Subject-specific, College-level Learning from AP and IB Courses is Foremost.

While the most important factor is whether or not students in AP or IB courses are experiencing subject-specific, college-level learning, performance on AP and IB examinations is the result of objective, external standardized measurement of how well students are likely to perform in the same courses taken in college. Thus, the quality and rigor of the advanced courses, the effectiveness of the teaching, and the availability of the AP or IB course and examination experience to an ever-increasing number and diversity of able and motivated students must be combined before these all important college-level learning experiences can occur. Ultimately, such higher-level learning should translate into a greater number of academically prepared Texas high school graduates, as well as graduates who are better prepared overall for the college and university experience.

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Appendix A
AP and IB Summary Tables

TABLE A-1

AP and IB Examination Grading Scales: Correspondence between Scores and Verbal Descriptions

Advanced Placement All Exams		**International Baccalaureate** Subject Exams		Theory of Knowledge and Extended Essay Exams	
Score	*Verbal Description*	*Score*	*Verbal Description*	*Score*	*Verbal Description*
5	Extremely well qualified	7	Excellent	A	Excellent
4	Well qualified	6	Very good	B	Good
3	Qualified	5	Good	C	Satisfactory
2	Possibly qualified	4	Satisfactory	D	Mediocre
1	No recommendation	3	Mediocre	E	Elementary
		2	Poor	F	No Grade
		1	Very poor		

Data Sources: CEEB and ETS (1994a); IBO (1997d).

TABLE A-2
1996-97 AP Examination Results by State and for the Nation

State	Number AP Schools	Total Percent Schools in AP	Grade 11-12 Enrollment	Total AP Examinees	Percent Enrollees taking >=1 AP Exam	1996-97 Percent Change: Examinees	Total AP Exams Taken	Percent Exams Score 3-5
Alabama	216	41.9	92,158	6,624	7.2	–0.2	9,579	55.5
Alaska	31	11.7	16,327	1,161	7.1	4.6	1,822	65.1
Arizona	117	46.6	93,897	6,415	6.8	4.3	10,158	61.5
Arkansas	114	30.2	60,842	2,457	4.0	18.4	3,510	52.7
California	1,052	68.9	692,574	95,323	13.8	7.2	156,866	65.9
Colorado	171	47.9	86,261	7,966	9.2	10.2	11,874	68.4
Connecticut	188	82.1	73,168	8,774	12.0	9.3	14,345	73.3
Delaware	37	46.8	16,170	1,846	11.4	13.3	2,911	69.5
District of Columbia	33	82.5	7,974	1,641	20.6	6.9	2,781	72.6
Florida	378	56.8	302,024	34,935	11.6	6.6	59,358	55.6
Georgia	319	57.8	164,556	13,677	8.3	9.2	21,163	65.7
Hawaii	51	69.9	29,394	2,558	8.7	6.7	4,281	68.5
Idaho	62	42.8	36,413	1,597	4.4	27.3	2,226	67.0
Illinois	431	52.2	270,053	23,099	8.6	7.3	39,065	72.2
Indiana	306	56.4	142,783	8,965	6.3	–7.3	13,132	46.5
Iowa	135	31.9	80,366	3,313	4.1	13.1	4,647	68.9
Kansas	88	22.8	66,862	2,573	3.8	4.0	3,473	63.3
Kentucky	198	62.5	90,908	5,706	6.3	4.0	8,857	51.7
Louisiana	109	23.9	107,193	3,084	2.9	6.1	4,512	65.5
Maine	110	58.5	30,110	2,721	9.0	16.1	3,968	65.5
Maryland	237	72.5	107,217	14,603	13.6	8.1	23,298	71.8
Massachusetts	316	80.4	128,430	17,020	13.3	11.5	27,313	72.2
Michigan	452	53.1	222,864	16,293	7.3	14.0	24,702	65.0
Minnesota	205	43.1	137,058	9,369	6.8	10.7	12,641	60.8
Mississippi	124	36.4	63,281	2,626	4.1	1.0	3,754	45.9
Missouri	157	24.9	128,276	4,392	3.4	5.8	6,913	73.5
Montana	69	35.0	24,268	1,184	4.9	0.0	1,602	69.7
Nebraska	76	21.7	45,895	1,678	3.7	10.0	2,337	64.1
Nevada	36	52.2	34,682	2,157	6.2	4.3	3,559	57.8
New Hampshire	79	71.2	28,857	2,554	8.9	7.6	3,738	69.9
New Jersey	402	85.0	155,348	20,363	13.1	6.3	33,754	70.2
New Mexico	60	39.0	42,737	2,419	5.7	0.0	3,560	57.9
New York	904	73.7	373,753	60,299	16.1	6.8	95,715	64.3
North Carolina	336	63.9	141,905	16,436	11.6	3.3	26,148	59.8
North Dakota	15	7.4	18,784	390	2.1	–4.4	537	70.4
Ohio	518	58.5	272,510	18,527	6.8	7.5	27,650	65.5
Oklahoma	89	18.0	88,264	3,511	4.0	14.5	5,265	62.7
Oregon	130	42.5	74,765	4,002	5.4	15.6	5,513	66.6
Pennsylvania	552	60.9	275,364	20,657	7.5	7.4	32,098	66.0
Rhode Island	45	72.6	20,823	1,789	8.6	4.1	2,665	67.4
South Carolina	223	70.6	80,956	9,748	12.0	–0.0	15,386	54.4
South Dakota	33	15.9	23,661	882	3.7	40.0	1,165	53.4
Tennessee	205	50.2	116,883	7,862	6.7	4.0	11,870	65.5
Texas	**834**	**56.3**	**439,400**	**37,563**	**8.5**	**18.0**	**62,318**	**60.2**
Utah	92	73.0	74,501	11,701	15.7	9.4	18,449	70.0
Vermont	68	74.7	15,873	1,296	8.2	7.2	1,801	64.4
Virginia	333	69.4	144,103	21,757	15.1	6.4	36,883	65.7
Washington	227	52.8	139,367	7,890	5.7	17.7	10,861	65.8
West Virginia	103	57.5	45,863	2,330	5.1	0.5	3,340	57.2
Wisconsin	334	56.9	139,713	10,635	7.6	12.6	15,640	66.7
Wyoming	24	30.4	15,122	352	2.3	–8.1	460	61.1
Nation	***11,424***	***52.9***	***6,080,556***	***566,720***	***9.3***	***7.9***	***899,463***	***64.5***

Data Sources: CEEB and ETS (1997b). Grade 11-12 enrollment data from Applied Educational Research, Inc., as cited in CEEB and ETS (1997b). Above data include both public and private school examinees and enrollees.

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TABLE A-3

1996-97 AP Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours

AP Exam	AP Course Number and Course in PEIMS		Recommended Minimum College Credit Hours
Art and Music			
Art History	A3500100	History of Art	6
Studio Art – Drawing	A3500300	Studio Art – Drawing (1 unit)	6
Studio Art – General	A3500200	Studio Art – General	6
Music Theory	A3150200	Music Theory	6
English			
English Language and Composition	A3220100	English Language and Composition	6
English Literature and Composition	A3220200	English Literature and Composition	6
[Exam eliminated after 1991]	A3150100	Music Listening and Literature	–
Languages			
French Language	A3410100	French Language	6-8
French Literature	A3410200	French Literature	6-12
German Language	A3420100	German Language	6-8
Latin Literature	A3430200	Latin (Catullus-Horace)	6-8
Latin – Vergil	A3430100	Latin (Vergil)	6-8
Spanish Language	A3440100	Spanish Language	6-8
Spanish Literature	A3440200	Spanish Literature	6-12
Math/Computer Science			
Calculus AB	A3100101	Calculus AB (1 unit)	3-4
Calculus BC	A3100102	Calculus BC (1 unit)	6-8
Computer Science A	A3580100	Computer Science I (1 unit)	3-4
Computer Science AB	A3580200	Computer Science II (1 unit)	6-8
Statistics	A3100200	Statistics (1 unit)	*
Science			
Biology	A3010100	General Biology (1 unit)	8
Chemistry	A3020100	Chemistry	8
Physics B	A3030100	Physics B	6-8
Physics C – Electr. & Magnetism	A3030200	Physics C	3-4
Physics C – Mechanics	A3030200	Physics C	3-4
Social Science/History			
Gov't. and Politics: Comparative	A3330200	Comparative Government and Politics	3
Gov't. and Politics: United States	A3330100	American Government and Politics	3
History – European	A3340200	European History	6
History – United States	A3340100	United States History (1 unit)	6
Macroeconomics	A3310200	Macroeconomics	3
Microeconomics	A3310100	Microeconomics	3
Psychology	A3350100	Psychology	3

Data Sources: CEEB and ETS (1994a); TEA PEIMS (1997) for Texas AP courses; and ACE (cited in CEEB and ETS, 1994a) for recommended minimum college credit hours for qualifying AP examination scores.

*Comparability studies will determine appropriate course hours. American Council on Education will provide recommendations following their 1998 review.

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TABLE A-4

Texas AP/IB Incentives through the 1998-99 Biennium*

Incentive Directed at School, Teacher, or Student	Incentive Description	Funded: Yes or No
School	A one-time $3,000 equipment grant for providing a college-level Advanced Placement (AP) or International Baccalaureate (IB) course to be paid to a school based on need as determined by the commissioner.	No
School	$100 for each student who scores a three or better on a college-level AP or four or better on an IB examination.	No
Teacher	Subsidized teacher training, not to exceed $450 for each teacher, for a college-level AP or IB course.	Yes
Teacher	A one-time award of $250 for teaching a college-level AP or IB course for the first time.	No
Teacher	A share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a three or better on an AP or four or better on an IB examination.	No
Student	A student receiving a score of three or better on an AP or four or better on an IB examination may receive reimbursement, not to exceed $65, for the testing fee.	No
Student	A student is also entitled to a subsidy for a fee paid by the student to take an AP or an IB examination if the student demonstrates financial need. On approval by the State Board of Education, TEA may pay each eligible applicant an equal amount, not to exceed $25 for each applicant.	Yes

Data Sources: TEC (1997), §28.052-28.054 and Rider 34 of the Appropriations Act, Article III – Education, 75th Texas Legislature.

*Effective with the 1999-2000 school year, additional incentives will be funded. (See TEA correspondence from the commissioner dated 8/26/99 at http://www.tea.state.tx.us/taa/aas990826.html.)

TABLE A-5

Texas Advanced Courses and Students with Advanced Course Completions: 1992-93 to 1996-97, Grades 9-12

Statistics for All Advanced Courses	1992-93	1993-94	1994-95	1995-96	1996-97
Number of Students with at Least One Course Completed	98,541	106,726	117,791	158,977	192,357
Number of Course Completions	145,346	164,391	188,283	437,750	560,840
Average Number of Courses Completed Per Student	1.5	1.5	1.6	2.8	2.9
Statistics for AP Courses					
Number of Students with at Least One AP Course Completed	11,402	21,505	32,723	46,977	59,939
Number of AP Course Completions	17,073	32,667	51,270	131,683	170,503
(Percent of All Advanced Course Completions)	(11.7%)	(19.9%)	(27.2%)	(30.1%)	(30.4%)
Average Number of Courses Completed Per Student	1.5	1.5	1.6	2.8	2.8
Statistics for IB Courses					
Number of Students with at Least One IB Course Completed	–	–	–	–	3,453
Number of IB Course Completions	–	–	–	–	9,322
(Percent of All Advanced Course Completions)	–	–	–	–	(1.7%)
Average Number of Courses Completed Per Student	–	–	–	–	2.7
Statistics for non-AP/IB Courses					
Number of Students with at Least One Course Completed	93,149	96,530	102,247	139,695	167,688
Number of Course Completions	128,273	131,724	137,013	306,067	381,015
(Percent of All Advanced Course Completions)	(88.3%)	(80.1%)	(72.8%)	(70.0%)	(67.9%)
Average Number of Courses Completed Per Student	1.4	1.4	1.3	2.2	2.3

Data Source: TEA analysis of 1992-93 to 1994-95 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.
Note. Data were not available for cells marked with a dash (–).

TABLE A-6

AP Examinee and Advanced Course Completer Correspondence: 1992-93 to 1996-97 Texas Public Schools, Grades 9-12

	1992-93		1993-94		1994-95		1995-96		1996-97	
Examinees	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AP Courses										
No courses	9,334	66.3	8,570	51.7	10,109	43.6	8,843	33.6	9,699	29.5
At least one course	4,747	33.7	8,014	48.3	13,067	56.4	17,468	66.4	23,233	70.5
Advanced Courses										
No courses	2,068	14.7	2,071	12.5	2,978	12.8	2,558	9.7	3,017	9.2
At least one course	12,013	85.3	14,513	87.5	20,198	87.2	23,753	90.3	29,915	90.8

Data Sources: TEA analysis of CEEB 1992-93 to 1996-97 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

TABLE A-7

Advanced Course Completers and AP Examinee Correspondence: 1992-93 to 1996-97 Texas Public Schools, Grades 9-12

Course Completers	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AP Course Completers										
No exams	6,655	58.4	13,491	62.7	19,219	59.5	25,425	59.3	31,670	57.7
At least one exam	4,747	41.6	8,014	37.3	13,067	40.5	17,468	40.7	23,233	42.3
Advanced Course Completers										
No exams	86,528	87.8	92,213	86.4	97,593	82.9	115,895	83.0	138,323	82.2
At least one exam	12,013	12.2	14,513	13.6	20,198	17.1	23,753	17.0	29,915	17.8

Data Sources: TEA analysis of CEEB 1992-93 to 1996-97 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

TABLE A-8

Correspondence between Specific AP Examinations and AP Courses Completed: 1992-93 to 1996-97 Texas Public Schools, Grades 9-12

Examinees and Course Completers	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Exams taken without corresponding AP course	15,992	72.8	16,135	60.8	23,210	61.6	22,890	53.9	23,366	43.0
Exams taken with corresponding AP course	5,981	27.2	10,410	39.2	14,481	38.4	19,585	46.1	30,991	57.0
AP course completed without corresponding exam	11,184	65.2	22,356	68.2	36,755	71.7	49,212	71.5	59,368	65.7
AP course completed with corresponding exam	5,981	34.8	10,410	31.8	14,481	28.3	19,585	28.5	30,991	34.3

Data Sources: TEA analysis of CEEB 1992-93 to 1996-97 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.
Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above.

TABLE A-9

1996-97 AP Examination Score Statistics by Subject for Texas and the Nation

Examination	Number of Exams		Percent of Total Exams		Percent of Exam Scores 3-5		Mean Score	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
English Language & Composition	12,322	65,930	19.8	7.3	59.7	65.1	2.84	2.99
English Literature & Composition	10,552	154,970	16.9	17.2	63.4	68.9	2.94	3.08
History: U.S.	7,143	149,061	11.5	16.6	45.3	54.7	2.60	2.84
Calculus AB	5,595	108,437	9.0	12.1	54.8	59.3	2.68	2.82
Spanish Language	4,345	45,144	7.0	5.0	83.3	79.0	3.84	3.63
Government and Politics: U.S.	3,775	45,131	6.1	5.0	58.0	41.2	2.77	2.93
Biology	3,512	69,468	5.6	7.7	54.1	67.3	2.79	3.18
Chemistry	2,103	40,803	3.4	4.5	53.1	58.1	2.72	2.85
Economics: Macroeconomics	2,072	15,295	3.3	1.7	62.4	60.7	3.10	3.05
History: European	1,254	42,495	2.0	4.7	70.3	73.9	3.03	3.08
Calculus BC	1,241	22,349	2.0	2.5	80.2	78.9	3.60	3.48
Psychology	947	18,253	1.5	2.0	65.4	72.6	3.00	3.25
Economics: Microeconomics	938	11,475	1.5	1.3	44.5	60.9	2.55	2.96
Computer Science A	898	6,992	1.4	0.8	46.9	47.0	2.54	2.52
Physics B	699	20,610	1.1	2.3	54.9	59.8	2.63	2.75
Studio Art: General	689	6,907	1.1	0.8	84.6	75.3	3.54	3.25
Physics C: Mechanics	662	11,740	1.1	1.3	71.6	70.8	3.26	3.27
Spanish Literature	544	5,896	0.9	0.7	74.1	74.8	3.11	3.18
French Language	500	12,321	0.8	1.4	47.0	56.2	2.55	2.76
Computer Science AB	449	4,367	0.7	0.5	71.7	71.7	3.40	3.37
Physics C: Electr. & Magnetism	416	5,717	0.7	0.6	61.3	65.9	3.26	3.32
Art History	374	6,595	0.6	0.7	68.7	74.4	3.07	3.23
Statistics	362	7,551	0.6	0.8	67.1	62.1	3.13	2.97
Studio Art: Drawing	268	3,105	0.4	0.3	73.5	70.8	3.43	3.24
German Language	154	2,943	0.2	0.3	57.8	60.9	3.07	3.04
Gov't. & Politics: Comparative	146	6,474	0.2	0.7	43.8	61.3	2.49	2.90
Latin Literature	114	1,742	0.2	0.2	51.8	60.4	2.62	2.84
Music Theory	100	3,302	0.2	0.4	71.0	67.3	3.22	3.16
Latin: Vergil	95	2,955	0.2	0.3	61.1	67.1	2.87	3.06
French Literature	49	1,416	0.1	0.2	75.5	69.4	3.37	3.24

Data Source: CEEB and ETS (1997b). Data are based on all (both public and non-public) examinees.

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TABLE A-10

1996-97 IB Examination Score Statistics by Subject for Texas

Exam	Number of Exams	Percent of Total Exams	Percent of Exam Scores 4-7	Mean Score
English A1*	313	21.1	70.0	4.1
French B*	43	2.9	81.4	4.3
German B*	9	0.6	55.6	4.0
Spanish B*	115	7.8	99.1	5.1
Russian B*	11	0.7	100.0	5.9
Mandarin B*	5	0.3	100.0	6.4
History SL	66	4.5	34.9	2.8
History: Americas HL	104	7.0	92.3	4.7
Economics*	112	7.6	63.4	4.0
Psychology	73	4.9	94.5	4.8
Biology*	98	6.6	72.5	4.0
Chemistry HL	29	2.0	58.6	3.7
Chemistry SL	47	3.2	76.6	4.2
Physics*	96	6.5	88.5	4.6
Mathematics HL	64	4.3	40.6	3.2
Mathematical Methods SL	86	5.8	72.1	4.3
Mathematical Studies SL	98	6.6	89.8	5.5
Art/Design HL	6	0.4	100.0	6.7
Art/Design SL Option A	5	0.3	100.0	6.4
Art/Design SL Option B	7	0.5	100.0	5.4
Computer Science*	60	4.1	81.7	4.9

Data Source: TEA summary analyses of Texas public school examination data files provided in 1997 by the IBO in Cardiff, Wales, Great Britain. Excluded above are subject examinations with fewer than five examinees, as well as satisfactory Theory of Knowledge (TOK) Course and Essay completions, which are required for the IB diploma but are excluded in TEA accountability system reporting of AP and IB subject examinations. There were 158 examinees with valid scores on the TOK exam; 147 examinees had valid scores on the essay examination.

*Subjects with both Higher Level (HL) and Subsidiary Level (SL) examinees in 1997.

Appendix B
1997 Texas AP and IB Results by District

Notes About Tables in Appendix B

Results and Notes Listed in Tables

The AP examination results listed for each district in Table B-1 include: the 1996-97 total number of students enrolled in Grades 11-12, number and percent of 11th- and 12th-graders who took at least one AP examination, number and percent of examinees with at least one score of 3-5, total number of examinations taken, number and percent of AP examinations with scores of 3-5, and a "note" column for district-specific comments. Similarly, IB results are listed by district in Table B-2; however, columns pertaining to the number and percent of examinees and examinations refer to scores within a 4-7 range.

More specifically, AP score data for districts are not listed in Table B-1 when the number of students with scores is less than five because of the instability of statistics based on such low numbers of scores. A "< 5-masked*" note is printed for districts with fewer than five students tested. This precaution also helps to ensure that single sets of scores cannot be identified or linked with any individual. Districts with no 11th or 12th-graders tested received a "none tested" note. In contrast, Table B-2 only lists the 9 districts with IB examinees. In both Tables B-1 and B-2, districts with five or more examinees but with fewer than five scores of either 3-5 for AP or 4-7 for IB were given a "< 5-masked+" comment. Some IB examination scores for one district in Table B-2 were pending as of September 3, 1997, and were thereby masked with a "< 5-masked+" note because of incomplete score results.

Sources of Data for Tables

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 34,075 students who took one or more AP examinations in May 1997. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 685 Texas students who took IB examinations in May 1997. District results included 32,071 AP examinees and 619 IB examinees with valid scores who were 11th- and 12th-graders enrolled in Texas public high schools in 1996-97. Some of the IB examination scores were pending in one district as of September 3, 1997. Data on enrollment for students who were ***not*** receiving special education services and their grade levels were obtained from TEA's Public Education Information Management System (PEIMS). When grade level on an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ANDERSON	CAYUGA ISD	93	.	.	.	.	.	.	.	NONE TESTED
	ELKHART ISD	111	5	4.5	.	.	.	.	.	< 5-MASKED+
	FRANKSTON ISD	88	.	.	.	.	.	.	.	NONE TESTED
	NECHES ISD	31	.	.	.	.	.	.	.	NONE TESTED
	PALESTINE ISD	376	22	5.9	11	50.0	29	15	51.7	
	SLOCUM ISD	45	.	.	.	.	.	.	.	NONE TESTED
	WESTWOOD ISD	199	.	.	.	.	.	.	.	NONE TESTED
ANDREWS	ANDREWS ISD	375	22	5.9	.	.	.	.	.	< 5-MASKED+
ANGELINA	CENTRAL ISD	137	.	.	.	.	.	.	.	NONE TESTED
	DIBOLL ISD	176	8	4.5	.	.	.	.	.	< 5-MASKED+
	HUDSON ISD	206	14	6.8	6	42.9	24	13	54.2	
	HUNTINGTON ISD	179	.	.	.	.	.	.	.	NONE TESTED
	LUFKIN ISD	894	37	4.1	32	86.5	42	35	83.3	
	ZAVALLA ISD	40	.	.	.	.	.	.	.	NONE TESTED
ARANSAS	ARANSAS COUNTY I	327	13	4.0	.	.	.	.	.	< 5-MASKED+
ARCHER	ARCHER CITY ISD	58	.	.	.	.	.	.	.	NONE TESTED
	HOLLIDAY ISD	129	.	.	.	.	.	.	.	NONE TESTED
	MEGARGEL ISD	12	.	.	.	.	.	.	.	NONE TESTED
	WINDTHORST ISD	53	.	.	.	.	.	.	.	< 5-MASKED*
ARMSTRONG	CLAUDE ISD	70	.	.	.	.	.	.	.	NONE TESTED
ATASCOSA	CHARLOTTE ISD	60	.	.	.	.	.	.	.	NONE TESTED
	JOURDANTON ISD	116	6	5.2	.	.	.	.	.	< 5-MASKED+
	LYTLE ISD	128	.	.	.	.	.	.	.	NONE TESTED
	PLEASANTON ISD	358	31	8.7	12	38.7	42	13	31.0	
	POTEET ISD	187	.	.	.	.	.	.	.	NONE TESTED
AUSTIN	BELLVILLE ISD	236	.	.	.	.	.	.	.	NONE TESTED
	SEALY ISD	281	.	.	.	.	.	.	.	< 5-MASKED*
	WALLIS-ORCHARD I	103	.	.	.	.	.	.	.	NONE TESTED
BAILEY	MULESHOE ISD	169	36	21.3	15	41.7	45	17	37.8	
	THREE WAY ISD	18	.	.	.	.	.	.	.	NONE TESTED
BANDERA	BANDERA ISD	189	24	12.7	7	29.2	56	9	16.1	
	MEDINA ISD	41	8	19.5	5	62.5	9	5	55.6	
BASTROP	BASTROP ISD	492	17	3.5	11	64.7	25	18	72.0	
	ELGIN ISD	266	14	5.3	8	57.1	18	8	44.4	
	SMITHVILLE ISD	168	12	7.1	.	.	.	.	.	< 5-MASKED+
BAYLOR	SEYMOUR ISD	92	.	.	.	.	.	.	.	NONE TESTED
BEE	BEEVILLE ISD	498	10	2.0	10	100.0	10	10	100.0	
	PETTUS ISD	56	.	.	.	.	.	.	.	NONE TESTED
	SKIDMORE-TYNAN I	86	11	12.8	.	.	.	.	.	< 5-MASKED+
BELL	ACADEMY ISD	114	7	6.1	5	71.4	14	9	64.3	
	BARTLETT ISD	48	17	35.4	6	35.3	21	7	33.3	
	BELTON ISD	674	35	5.2	26	74.3	48	31	64.6	
	HOLLAND ISD	66	.	.	.	.	.	.	.	NONE TESTED
	KILLEEN ISD	2,541	119	4.7	72	60.5	206	105	51.0	
	ROGERS ISD	110	.	.	.	.	.	.	.	NONE TESTED
	SALADO ISD	104	11	10.6	5	45.5	14	6	42.9	
	TEMPLE ISD	730	32	4.4	19	59.4	58	30	51.7	
	TROY ISD	138	.	.	.	.	.	.	.	< 5-MASKED*
BEXAR	ALAMO HEIGHTS IS	529	79	14.9	65	82.3	106	83	78.3	
	BLESSED SACRAMEN	61	.	.	.	.	.	.	.	NONE TESTED
	BUILDING ALTERNA	22	.	.	.	.	.	.	.	NONE TESTED
	EAST CENTRAL ISD	708	29	4.1	14	48.3	39	17	43.6	
	EDGEWOOD ISD	989	39	3.9	18	46.2	45	18	40.0	
	FT SAM HOUSTON I	128	6	4.7	.	.	.	.	.	< 5-MASKED+
	HARLANDALE ISD	1,185	12	1.0	10	83.3	12	10	83.3	
	JUDSON ISD	1,538	164	10.7	128	78.1	312	212	68.0	
	LACKLAND ISD	46	17	37.0	11	64.7	20	13	65.0	
	NORTH EAST ISD	4,937	286	5.8	209	73.1	476	306	64.3	
	NORTHSIDE ISD	6,219	618	9.9	469	75.9	1,159	800	69.0	
	RANDOLPH FIELD I	82	28	34.1	11	39.3	57	15	26.3	
	SAN ANTONIO ISD	5,125	463	9.0	168	36.3	612	192	31.4	
	SOMERSET ISD	179	10	5.6	5	50.0	15	5	33.3	
	SOUTH SAN ANTONI	982	71	7.2	14	19.7	89	15	16.8	
	SOUTHSIDE ISD	321	51	15.9	15	29.4	93	16	17.2	
	SOUTHWEST ISD	686	.	.	.	.	.	.	.	NONE TESTED
BLANCO	BLANCO ISD	100	18	18.0	5	27.8	19	5	26.3	
	JOHNSON CITY ISD	70	7	10.0	5	71.4	10	7	70.0	
BORDEN	BORDEN COUNTY IS	30	.	.	.	.	.	.	.	NONE TESTED
BOSQUE	CLIFTON ISD	145	.	.	.	.	.	.	.	< 5-MASKED*
	CRANFILLS GAP IS	12	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

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TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
BOSQUE	IREDELL ISD	16	.	.	.	.	.	.	.	NONE TESTED
	KOPPERL ISD	32	6	18.8	.	.	.	.	.	< 5-MASKED+
	MERIDIAN ISD	50	.	.	.	.	.	.	.	NONE TESTED
	MORGAN ISD	21	.	.	.	.	.	.	.	NONE TESTED
	VALLEY MILLS ISD	60	8	13.3	.	.	.	.	.	< 5-MASKED+
	WALNUT SPRINGS I	20	.	.	.	.	.	.	.	NONE TESTED
BOWIE	DEKALB ISD	137	18	13.1	7	38.9	33	12	36.4	
	HOOKS ISD	150	.	.	.	.	.	.	.	NONE TESTED
	LIBERTY-EYLAU IS	285	.	.	.	.	.	.	.	NONE TESTED
	MAUD ISD	52	.	.	.	.	.	.	.	NONE TESTED
	NEW BOSTON ISD	179	.	.	.	.	.	.	.	NONE TESTED
	PLEASANT GROVE I	224	16	7.1	6	37.5	21	7	33.3	
	REDWATER ISD	125	18	14.4	.	.	.	.	.	< 5-MASKED+
	SIMMS ISD	63	.	.	.	.	.	.	.	NONE TESTED
	TEXARKANA ISD	541	31	5.7	21	67.7	38	23	60.5	
BRAZORIA	ALVIN ISD	992	28	2.8	20	71.4	47	30	63.8	
	ANGLETON ISD	667	14	2.1	11	78.6	18	11	61.1	
	BRAZOSPORT ISD	1,220	63	5.2	51	81.0	108	87	80.6	
	COLUMBIA-BRAZORI	400	28	7.0	13	46.4	32	14	43.8	
	DANBURY ISD	106	.	.	.	.	.	.	.	< 5-MASKED*
	PEARLAND ISD	898	126	14.0	79	62.7	199	118	59.3	
	SWEENY ISD	277	.	.	.	.	.	.	.	< 5-MASKED*
BRAZOS	BRYAN ISD	1,152	160	13.9	104	65.0	296	191	64.5	
	COLLEGE STATION	808	140	17.3	123	87.9	266	241	90.6	
BREWSTER	ALPINE ISD	165	.	.	.	.	.	.	.	NONE TESTED
	MARATHON ISD	11	.	.	.	.	.	.	.	NONE TESTED
	TERLINGUA CSD	7	.	.	.	.	.	.	.	NONE TESTED
BRISCOE	SILVERTON ISD	34	.	.	.	.	.	.	.	< 5-MASKED*
BROOKS	BROOKS ISD	187	.	.	.	.	.	.	.	NONE TESTED
BROWN	BANGS ISD	109	.	.	.	.	.	.	.	< 5-MASKED*
	BLANKET ISD	22	.	.	.	.	.	.	.	NONE TESTED
	BROOKESMITH ISD	30	6	20.0	.	.	.	.	.	< 5-MASKED+
	BROWNWOOD ISD	389	5	1.3	.	.	.	.	.	< 5-MASKED+
	EARLY ISD	120	19	15.8	11	57.9	19	11	57.9	
	MAY ISD	24	.	.	.	.	.	.	.	NONE TESTED
	ZEPHYR ISD	27	.	.	.	.	.	.	.	NONE TESTED
BURLESON	CALDWELL ISD	186	.	.	.	.	.	.	.	< 5-MASKED*
	SNOOK ISD	33	.	.	.	.	.	.	.	NONE TESTED
	SOMERVILLE ISD	90	5	5.6	.	.	.	.	.	< 5-MASKED+
BURNET	BURNET CONS ISD	247	27	10.9	17	63.0	37	18	48.7	
	MARBLE FALLS ISD	337	18	5.3	12	66.7	23	17	73.9	
CALDWELL	LOCKHART ISD	350	.	.	.	.	.	.	.	NONE TESTED
	LULING ISD	166	6	3.6	.	.	.	.	.	< 5-MASKED+
	PRAIRIE LEA ISD	16	.	.	.	.	.	.	.	NONE TESTED
CALHOUN	CALHOUN CO ISD	432	.	.	.	.	.	.	.	< 5-MASKED*
CALLAHAN	BAIRD ISD	61	.	.	.	.	.	.	.	NONE TESTED
	CLYDE CONS ISD	170	6	3.5	6	100.0	8	8	100.0	
	CROSS PLAINS ISD	59	.	.	.	.	.	.	.	NONE TESTED
	EULA ISD	71	.	.	.	.	.	.	.	< 5-MASKED*
CAMERON	BROWNSVILLE ISD	3,338	111	3.3	47	42.3	150	58	38.7	
	HARLINGEN CONS I	1,667	76	4.6	44	57.9	119	56	47.1	
	LA FERIA ISD	273	16	5.9	.	.	.	.	.	< 5-MASKED+
	LOS FRESNOS CONS	580	.	.	.	.	.	.	.	< 5-MASKED*
	POINT ISABEL ISD	199	17	8.5	16	94.1	19	17	89.5	
	RIO HONDO ISD	210	14	6.7	.	.	.	.	.	< 5-MASKED+
	SAN BENITO CONS	781	.	.	.	.	.	.	.	< 5-MASKED*
	SANTA MARIA ISD	51	.	.	.	.	.	.	.	NONE TESTED
	SANTA ROSA ISD	146	.	.	.	.	.	.	.	NONE TESTED
	SOUTH TEXAS ISD	594	144	24.2	91	63.2	220	112	50.9	
CAMP	PITTSBURG ISD	219	15	6.8	10	66.7	24	14	58.3	
CARSON	GROOM ISD	32	.	.	.	.	.	.	.	NONE TESTED
	PANHANDLE ISD	89	.	.	.	.	.	.	.	NONE TESTED
	WHITE DEER ISD	65	.	.	.	.	.	.	.	NONE TESTED
CASS	ATLANTA ISD	210	5	2.4	.	.	.	.	.	< 5-MASKED+
	AVINGER ISD	27	.	.	.	.	.	.	.	NONE TESTED
	BLOOMBURG ISD	36	.	.	.	.	.	.	.	NONE TESTED
	HUGHES SPRINGS I	97	11	11.3	.	.	.	.	.	< 5-MASKED+
	LINDEN-KILDARE C	133	7	5.3	.	.	.	.	.	< 5-MASKED+
	MCLEOD ISD	48	.	.	.	.	.	.	.	NONE TESTED
	QUEEN CITY ISD	161	.	.	.	.	.	.	.	< 5-MASKED*

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

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TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
CASTRO	DIMMITT ISD	177	.	.	.	.	.	.	.	NONE TESTED
	HART ISD	62	.	.	.	.	.	.	.	< 5-MASKED*
	NAZARETH ISD	44	6	13.6	.	.	.	.	.	< 5-MASKED+
CHAMBERS	ANAHUAC ISD	143	.	.	.	.	.	.	.	NONE TESTED
	BARBERS HILL ISD	255	32	12.5	23	71.9	44	28	63.6	
	EAST CHAMBERS IS	119	9	7.6	.	.	.	.	.	< 5-MASKED+
CHEROKEE	ALTO ISD	85	.	.	.	.	.	.	.	NONE TESTED
	JACKSONVILLE ISD	484	22	4.5	11	50.0	24	11	45.8	
	NEW SUMMERFIELD	36	.	.	.	.	.	.	.	NONE TESTED
	RUSK ISD	222	.	.	.	.	.	.	.	NONE TESTED
	WELLS ISD	34	.	.	.	.	.	.	.	< 5-MASKED+
CHILDRESS	CHILDRESS ISD	131	5	3.8	.	.	.	.	.	< 5-MASKED*
CLAY	BELLEVUE ISD	17	.	.	.	.	.	.	.	NONE TESTED
	BYERS ISD	19	.	.	.	.	.	.	.	
	HENRIETTA ISD	137	9	6.6	7	77.8	10	7	70.0	
	MIDWAY ISD	23	.	.	.	.	.	.	.	NONE TESTED
	PETROLIA ISD	53	.	.	.	.	.	.	.	NONE TESTED
COCHRAN	MORTON ISD	73	.	.	.	.	.	.	.	< 5-MASKED*
	WHITEFACE CONS I	89	12	13.5	.	.	.	.	.	< 5-MASKED+
COKE	BRONTE ISD	39	.	.	.	.	.	.	.	NONE TESTED
	ROBERT LEE ISD	47	.	.	.	.	.	.	.	NONE TESTED
COLEMAN	COLEMAN ISD	138	8	5.8	.	.	.	.	.	< 5-MASKED+
	NOVICE ISD	14	.	.	.	.	.	.	.	NONE TESTED
	PANTHER CREEK CO	30	.	.	.	.	.	.	.	NONE TESTED
	SANTA ANNA ISD	41	.	.	.	.	.	.	.	NONE TESTED
COLLIN	ALLEN ISD	852	104	12.2	66	63.5	161	104	64.6	
	ANNA ISD	88	.	.	.	.	.	.	.	NONE TESTED
	BLUE RIDGE ISD	42	.	.	.	.	.	.	.	NONE TESTED
	CELINA ISD	106	.	.	.	.	.	.	.	NONE TESTED
	COMMUNITY ISD	106	6	5.7	.	.	.	.	.	< 5-MASKED+
	FARMERSVILLE ISD	123	.	.	.	.	.	.	.	NONE TESTED
	FRISCO ISD	247	.	.	.	.	.	.	.	< 5-MASKED*
	MCKINNEY ISD	711	75	10.5	50	66.7	116	69	59.5	
	PLANO ISD	4,584	1,315	28.7	1091	83.0	2,890	2,277	78.8	
	PRINCETON ISD	198	8	4.0	.	.	.	.	.	< 5-MASKED+
	PROSPER ISD	70	6	8.6	.	.	.	.	.	< 5-MASKED+
	WYLIE ISD	334	34	10.2	19	55.9	57	24	42.1	
COLLINGSWOR	SAMNORWOOD ISD	13	6	46.2	.	.	.	.	.	< 5-MASKED+
	WELLINGTON ISD	87	.	.	.	.	.	.	.	< 5-MASKED*
COLORADO	COLUMBUS ISD	202	19	9.4	9	47.4	25	13	52.0	
	RICE CONS ISD	160	8	5.0	6	75.0	11	8	72.7	
	WEIMAR ISD	98	.	.	.	.	.	.	.	< 5-MASKED*
COMAL	COMAL ISD	943	42	4.5	31	73.8	50	35	70.0	
	NEW BRAUNFELS IS	704	27	3.8	18	66.7	36	25	69.4	
COMANCHE	COMANCHE ISD	145	.	.	.	.	.	.	.	NONE TESTED
	DE LEON ISD	77	.	.	.	.	.	.	.	NONE TESTED
	GUSTINE ISD	28	.	.	.	.	.	.	.	NONE TESTED
	SIDNEY ISD	17	.	.	.	.	.	.	.	NONE TESTED
CONCHO	EDEN CONS ISD	50	10	20.0	.	.	.	.	.	< 5-MASKED+
	PAINT ROCK ISD	38	.	.	.	.	.	.	.	NONE TESTED
COOKE	CALLISBURG ISD	103	.	.	.	.	.	.	.	NONE TESTED
	ERA ISD	43	.	.	.	.	.	.	.	< 5-MASKED*
	GAINESVILLE ISD	252	7	2.8	6	85.7	8	6	75.0	
	LINDSAY ISD	56	7	12.5	7	100.0	12	8	66.7	
	MUENSTER ISD	48	.	.	.	.	.	.	.	< 5-MASKED*
	VALLEY VIEW ISD	60	9	15.0	7	77.8	30	12	40.0	
CORYELL	COPPERAS COVE IS	783	36	4.6	26	72.2	60	43	71.7	
	EVANT ISD	42	.	.	.	.	.	.	.	NONE TESTED
	GATESVILLE ISD	252	.	.	.	.	.	.	.	NONE TESTED
	JONESBORO ISD	28	.	.	.	.	.	.	.	NONE TESTED
	OGLESBY ISD	19	.	.	.	.	.	.	.	NONE TESTED
COTTLE	PADUCAH ISD	53	.	.	.	.	.	.	.	NONE TESTED
CRANE	CRANE ISD	137	.	.	.	.	.	.	.	< 5-MASKED*
CROCKETT	CROCKETT CO CONS	136	17	12.5	.	.	.	.	.	< 5-MASKED+
CROSBY	CROSBYTON ISD	64	.	.	.	.	.	.	.	NONE TESTED
	LORENZO ISD	45	.	.	.	.	.	.	.	NONE TESTED
	RALLS ISD	80	.	.	.	.	.	.	.	NONE TESTED
CULBERSON	CULBERSON COUNTY	72	.	.	.	.	.	.	.	< 5-MASKED*
DALLAM	DALHART ISD	168	22	13.1	7	31.8	26	9	34.6	
	TEXLINE ISD	27	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
DALLAS	CARROLLTON-FARME	1,943	441	22.7	328	74.4	869	609	70.1	
	CEDAR HILL ISD	604	156	25.8	67	43.0	321	116	36.1	
	COPPELL ISD	612	71	11.6	61	85.9	119	95	79.8	
	DALLAS CAN! ACAD	75	.	.	.	.	.	.	.	NONE TESTED
	DALLAS ISD	11,885	1,363	11.5	522	38.3	2,530	864	34.2	
	DE SOTO ISD	761	120	15.8	77	64.2	237	138	58.2	
	DUNCANVILLE ISD	1,369	107	7.8	85	79.4	191	148	77.5	
	GARLAND ISD	4,296	657	15.3	300	45.7	1,093	451	41.3	
	GRAND PRAIRIE IS	1,668	56	3.4	26	46.4	101	39	38.6	
	HIGHLAND PARK IS	576	269	46.7	215	79.9	516	391	75.8	
	IRVING ISD	2,253	162	7.2	96	59.3	253	146	57.7	
	LANCASTER ISD	392	5	1.3	.	.	.	.	.	< 5-MASKED+
	MESQUITE ISD	2,882	184	6.4	109	59.2	254	139	54.7	
	RICHARDSON ISD	3,890	723	18.6	585	80.9	1,426	1,065	74.7	
	WILMER-HUTCHINS	352	.	.	.	.	.	.	.	NONE TESTED
DAWSON	DAWSON ISD	20	.	.	.	.	.	.	.	NONE TESTED
	KLONDIKE ISD	26	.	.	.	.	.	.	.	NONE TESTED
	LAMESA ISD	279	17	6.1	5	29.4	18	5	27.8	
	SANDS ISD	32	.	.	.	.	.	.	.	NONE TESTED
DEAF SMITH	HEREFORD ISD	502	34	6.8	21	61.8	42	24	57.1	
DELTA	COOPER ISD	98	.	.	.	.	.	.	.	NONE TESTED
	FANNINDEL ISD	29	.	.	.	.	.	.	.	NONE TESTED
DENTON	AUBREY ISD	89	.	.	.	.	.	.	.	NONE TESTED
	DENTON ISD	1,213	180	14.8	122	67.8	268	170	63.4	
	KRUM ISD	96	.	.	.	.	.	.	.	< 5-MASKED*
	LAKE DALLAS ISD	222	.	.	.	.	.	.	.	NONE TESTED
	LEWISVILLE ISD	2,836	225	7.9	151	67.1	316	213	67.4	
	LITTLE ELM ISD	116	.	.	.	.	.	.	.	< 5-MASKED*
	NORTHWEST ISD	486	61	12.6	32	52.5	121	62	51.2	
	PILOT POINT ISD	114	.	.	.	.	.	.	.	< 5-MASKED*
	PONDER ISD	58	.	.	.	.	.	.	.	NONE TESTED
	SANGER ISD	189	.	.	.	.	.	.	.	NONE TESTED
DEWITT	CUERO ISD	254	18	7.1	10	55.6	21	10	47.6	
	NORDHEIM ISD	15	.	.	.	.	.	.	.	< 5-MASKED*
	YOAKUM ISD	198	.	.	.	.	.	.	.	NONE TESTED
	YORKTOWN ISD	101	9	8.9	5	55.6	9	5	55.6	
DICKENS	PATTON SPRINGS I	23	.	.	.	.	.	.	.	NONE TESTED
	SPUR ISD	61	.	.	.	.	.	.	.	NONE TESTED
DIMMIT	ASHERTON ISD	43	.	.	.	.	.	.	.	NONE TESTED
	CARRIZO SPRINGS	276	25	9.1	13	52.0	32	14	43.8	
DONLEY	CLARENDON ISD	62	5	8.1	.	.	.	.	.	< 5-MASKED+
	HEDLEY ISD	18	.	.	.	.	.	.	.	NONE TESTED
DUVAL	BENAVIDES ISD	72	.	.	.	.	.	.	.	NONE TESTED
	FREER ISD	103	5	4.9	.	.	.	.	.	< 5-MASKED+
	SAN DIEGO ISD	166	10	6.0	.	.	.	.	.	< 5-MASKED+
EASTLAND	CISCO ISD	97	.	.	.	.	.	.	.	NONE TESTED
	EASTLAND ISD	123	.	.	.	.	.	.	.	NONE TESTED
	GORMAN ISD	46	6	13.0	.	.	.	.	.	< 5-MASKED+
	RANGER ISD	68	10	14.7	.	.	.	.	.	< 5-MASKED+
	RISING STAR ISD	25	.	.	.	.	.	.	.	NONE TESTED
ECTOR	ECTOR COUNTY ISD	2,786	179	6.4	96	53.6	321	149	46.4	
EDWARDS	NUECES CANYON CO	48	.	.	.	.	.	.	.	NONE TESTED
	ROCKSPRINGS ISD	43	16	37.2	12	75.0	19	13	68.4	
EL PASO	ANTHONY ISD	87	.	.	.	.	.	.	.	< 5-MASKED*
	CANUTILLO ISD	381	17	4.5	5	29.4	20	5	25.0	
	CLINT ISD	542	34	6.3	.	.	.	.	.	< 5-MASKED+
	EL PASO ISD	6,303	513	8.1	294	57.3	761	405	53.2	
	FABENS ISD	251	8	3.2	.	.	.	.	.	< 5-MASKED+
	SAN ELIZARIO ISD	332	13	3.9	13	100.0	13	13	100.0	
	SOCORRO ISD	1,951	21	1.1	15	71.4	26	15	57.7	
	TORNILLO ISD	60	.	.	.	.	.	.	.	NONE TESTED
	YSLETA ISD	5,630	474	8.4	165	34.8	654	184	28.1	
ELLIS	AVALON ISD	23	.	.	.	.	.	.	.	NONE TESTED
	ENNIS ISD	369	54	14.6	15	27.8	88	24	27.3	
	FERRIS ISD	133	29	21.8	5	17.2	36	5	13.9	
	ITALY ISD	75	.	.	.	.	.	.	.	NONE TESTED
	MAYPEARL ISD	58	.	.	.	.	.	.	.	NONE TESTED
	MIDLOTHIAN ISD	396	67	16.9	35	52.2	106	46	43.4	
	MILFORD ISD	22	.	.	.	.	.	.	.	NONE TESTED
	PALMER ISD	80	10	12.5	8	80.0	13	9	69.2	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ELLIS	RED OAK ISD	377	34	9.0	25	73.5	49	32	65.3	
	WAXAHACHIE ISD	605	144	23.8	41	28.5	297	60	20.2	
ERATH	DUBLIN ISD	119	.	.	.	.	.	.	.	NONE TESTED
	HUCKABAY ISD	17	.	.	.	.	.	.	.	NONE TESTED
	LINGLEVILLE ISD	18	.	.	.	.	.	.	.	NONE TESTED
	STEPHENVILLE ISD	406	35	8.6	13	37.1	40	13	32.5	
FALLS	CHILTON ISD	34	.	.	.	.	.	.	.	NONE TESTED
	MARLIN ISD	126	.	.	.	.	.	.	.	NONE TESTED
	ROSEBUD-LOTT ISD	111	.	.	.	.	.	.	.	< 5-MASKED*
FANNIN	BONHAM ISD	216	.	.	.	.	.	.	.	NONE TESTED
	DODD CITY ISD	22	.	.	.	.	.	.	.	NONE TESTED
	ECTOR ISD	17	.	.	.	.	.	.	.	NONE TESTED
	HONEY GROVE ISD	69	.	.	.	.	.	.	.	NONE TESTED
	LEONARD ISD	78	.	.	.	.	.	.	.	< 5-MASKED*
	SAM RAYBURN ISD	51	.	.	.	.	.	.	.	NONE TESTED
	SAVOY ISD	32	.	.	.	.	.	.	.	NONE TESTED
	TRENTON ISD	39	.	.	.	.	.	.	.	NONE TESTED
FAYETTE	FAYETTEVILLE ISD	32	.	.	.	.	.	.	.	< 5-MASKED+
	FLATONIA ISD	52	11	21.2	.	.	.	.	.	
	LA GRANGE ISD	233	13	5.6	8	61.5	31	19	61.3	
	ROUND TOP-CARMIN	27	.	.	.	.	.	.	.	NONE TESTED
	SCHULENBURG ISD	112	.	.	.	.	.	.	.	< 5-MASKED*
FISHER	ROBY CONS ISD	27	.	.	.	.	.	.	.	< 5-MASKED*
	ROTAN ISD	58	.	.	.	.	.	.	.	NONE TESTED
FLOYD	FLOYDADA ISD	123	10	8.1	.	.	.	.	.	< 5-MASKED+
	LOCKNEY ISD	75	5	6.7	.	.	.	.	.	< 5-MASKED+
FOARD	CROWELL ISD	36	.	.	.	.	.	.	.	NONE TESTED
FORT BEND	FORT BEND ISD	5,371	863	16.1	729	84.5	1,746	1,388	79.5	
	LAMAR CONSOLIDAT	1,283	61	4.8	41	67.2	85	52	61.2	
	NEEDVILLE ISD	274	24	8.8	14	58.3	31	17	54.8	
	STAFFORD MSD	207	21	10.1	10	47.6	30	16	53.3	
FRANKLIN	MOUNT VERNON ISD	164	.	.	.	.	.	.	.	< 5-MASKED*
FREESTONE	FAIRFIELD ISD	187	25	13.4	7	28.0	42	7	16.7	
	TEAGUE ISD	130	17	13.1	7	41.2	19	7	36.8	
	WORTHAM ISD	46	.	.	.	.	.	.	.	NONE TESTED
FRIO	DILLEY ISD	104	.	.	.	.	.	.	.	NONE TESTED
	PEARSALL ISD	258	38	14.7	8	21.0	44	8	18.2	
GAINES	LOOP ISD	19	.	.	.	.	.	.	.	NONE TESTED
	SEAGRAVES ISD	63	16	25.4	.	.	.	.	.	< 5-MASKED+
	SEMINOLE ISD	230	37	16.1	10	27.0	65	11	16.9	
GALVESTON	CLEAR CREEK ISD	3,257	385	11.8	307	79.7	705	539	76.5	
	DICKINSON ISD	575	.	.	.	.	.	.	.	< 5-MASKED*
	FRIENDSWOOD ISD	570	50	8.8	28	56.0	67	39	58.2	
	GALVESTON ISD	820	132	16.1	76	57.6	207	113	54.6	
	HIGH ISLAND ISD	42	.	.	.	.	.	.	.	NONE TESTED
	HITCHCOCK ISD	154	.	.	.	.	.	.	.	NONE TESTED
	LA MARQUE ISD	538	123	22.9	12	9.8	132	12	9.1	
	SANTA FE ISD	463	47	10.2	21	44.7	69	26	37.7	
	TEXAS CITY ISD	559	55	9.8	19	34.6	67	19	28.4	
GARZA	POST ISD	108	.	.	.	.	.	.	.	NONE TESTED
	SOUTHLAND ISD	26	.	.	.	.	.	.	.	< 5-MASKED*
GILLESPIE	FREDERICKSBURG I	333	20	6.0	18	90.0	32	24	75.0	
	HARPER ISD	37	.	.	.	.	.	.	.	< 5-MASKED*
GLASSCOCK	GLASSCOCK COUNTY	45	18	40.0	5	27.8	21	6	28.6	
GOLIAD	GOLIAD ISD	145	18	12.4	5	27.8	26	5	19.2	
GONZALES	GONZALES ISD	293	7	2.4	.	.	.	.	.	< 5-MASKED+
	NIXON-SMILEY CON	109	.	.	.	.	.	.	.	NONE TESTED
	WAELDER ISD	18	.	.	.	.	.	.	.	NONE TESTED
GRAY	LEFORS ISD	21	.	.	.	.	.	.	.	NONE TESTED
	MCLEAN ISD	30	.	.	.	.	.	.	.	NONE TESTED
	PAMPA ISD	460	21	4.6	11	52.4	34	15	44.1	
GRAYSON	BELLS ISD	90	.	.	.	.	.	.	.	< 5-MASKED*
	COLLINSVILLE ISD	51	.	.	.	.	.	.	.	NONE TESTED
	DENISON ISD	422	.	.	.	.	.	.	.	NONE TESTED
	GUNTER ISD	69	5	7.2	.	.	.	.	.	< 5-MASKED+
	HOWE ISD	97	.	.	.	.	.	.	.	NONE TESTED
	POTTSBORO ISD	144	.	.	.	.	.	.	.	NONE TESTED
	S AND S CONS ISD	93	.	.	.	.	.	.	.	NONE TESTED
	SHERMAN ISD	583	59	10.1	48	81.4	89	67	75.3	
	TOM BEAN ISD	108	.	.	.	.	.	.	.	NONE TESTED

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+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

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TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
GRAYSON	VAN ALSTYNE ISD	114	14	8.4	5	35.7	16	5	31.3	< 5-MASKED*
	WHITESBORO ISD	166								NONE TESTED
	WHITEWRIGHT ISD	69								
GREGG	GLADEWATER ISD	208	23	11.1	11	47.8	28	12	42.9	
	KILGORE ISD	448	22	4.9	15	68.2	26	18	69.2	
	LONGVIEW ISD	834	91	10.9	68	74.7	149	103	69.1	
	PINE TREE ISD	586	83	14.2	60	72.3	163	114	69.9	
	SABINE ISD	168								NONE TESTED
	SPRING HILL ISD	176								NONE TESTED
	WHITE OAK ISD	152	19	12.5	11	57.9	22	12	54.6	
GRIMES	ANDERSON-SHIRO C	56								< 5-MASKED*
	IOLA ISD	57								NONE TESTED
	NAVASOTA ISD	297								NONE TESTED
	RICHARDS ISD	10								NONE TESTED
GUADALUPE	MARION ISD	87								< 5-MASKED*
	NAVARRO ISD	79	14	17.7	7	50.0	24	11	45.8	
	SCHERTZ-CIBOLO-U	579	53	9.2	33	62.3	55	34	61.8	
	SEGUIN ISD	707	130	18.4	41	31.5	212	51	24.1	
HALE	ABERNATHY ISD	87								< 5-MASKED*
	COTTON CENTER IS	22								NONE TESTED
	HALE CENTER ISD	72								NONE TESTED
	PETERSBURG ISD	56								NONE TESTED
	PLAINVIEW ISD	572	56	9.8	23	41.1	81	33	40.7	
HALL	LAKEVIEW ISD	7								NONE TESTED
	MEMPHIS ISD	68								NONE TESTED
	TURKEY-QUITAQUE	37								NONE TESTED
HAMILTON	HAMILTON ISD	102	17	16.7	13	76.5	21	16	76.2	
	HICO ISD	52								< 5-MASKED*
HANSFORD	GRUVER ISD	62								NONE TESTED
	SPEARMAN ISD	97	7	7.2						< 5-MASKED+
HARDEMAN	CHILLICOTHE ISD	44								NONE TESTED
	QUANAH ISD	67	5	7.5						< 5-MASKED+
HARDIN	HARDIN-JEFFERSON	271	32	11.8	12	37.5	37	16	43.2	
	KOUNTZE ISD	137	8	5.8	7	87.5	13	8	61.5	
	LUMBERTON ISD	418								< 5-MASKED*
	SILSBEE ISD	441	14	3.2						< 5-MASKED+
	WEST HARDIN COUN	65	6	9.2						< 5-MASKED+
HARRIS	ALDINE ISD	3,844	244	6.3	175	71.7	365	226	61.9	
	ALIEF ISD	3,190	303	9.5	209	69.0	570	327	57.4	
	CHANNELVIEW ISD	482	85	17.6	38	44.7	174	56	32.2	
	CROSBY ISD	407	89	21.9	48	53.9	139	68	48.9	
	CYPRESS-FAIRBANK	5,597	713	12.7	582	81.6	1,275	999	78.4	
	DEER PARK ISD	1,391	141	10.1	107	75.9	211	160	75.8	
	GALENA PARK ISD	1,717	64	3.7	34	53.1	74	36	48.7	
	GEORGE I. SANCHE	167								NONE TESTED
	GIRLS & BOYS PRE	16								NONE TESTED
	GOOSE CREEK ISD	1,870	251	13.4	164	65.3	420	242	57.6	
	HOUSTON ISD	17,036	903	5.3	615	68.1	1,556	1,043	67.0	
	HUFFMAN ISD	234								< 5-MASKED*
	HUMBLE ISD	2,830	313	11.1	221	70.6	523	363	69.4	
	KATY ISD	2,918	474	16.2	384	81.0	988	780	79.0	
	KLEIN ISD	3,539	344	9.7	269	78.2	540	390	72.2	
	LA PORTE ISD	831	71	8.5	48	67.6	105	64	61.0	
	NORTH FOREST ISD	1,234	68	5.5						< 5-MASKED+
	PASADENA ISD	3,929	211	5.4	136	64.5	288	175	60.8	
	SHELDON ISD	366								NONE TESTED
	SPRING BRANCH IS	3,110	487	15.7	372	76.4	1,035	789	76.2	
	SPRING ISD	2,060	216	10.5	179	82.9	365	290	79.5	
	TOMBALL ISD	694	84	12.1	50	59.5	141	75	53.2	
HARRISON	ELYSIAN FIELDS I	118								NONE TESTED
	HALLSVILLE ISD	427	28	6.6	12	42.9	28	12	42.9	
	HARLETON ISD	64								NONE TESTED
	KARNACK ISD	51								NONE TESTED
	MARSHALL ISD	752	40	5.3	30	75.0	56	40	71.4	
	WASKOM ISD	95								< 5-MASKED+
HARTLEY	CHANNING ISD	14	6	42.9						< 5-MASKED*
	HARTLEY ISD	28								NONE TESTED
HASKELL	HASKELL CISD	98								NONE TESTED
	PAINT CREEK ISD	10								NONE TESTED
	ROCHESTER ISD	24								NONE TESTED

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+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HASKELL	RULE ISD	25	.	.	.	.	.	.	.	NONE TESTED
HAYS	DRIPPING SPRINGS	258	53	20.5	51	96.2	99	85	85.9	
	HAYS CONS ISD	565	99	17.5	59	59.6	161	87	54.0	
	SAN MARCOS CONS	633	109	17.2	62	56.9	187	100	53.5	
	WIMBERLEY ISD	172	23	13.4	17	73.9	55	26	47.3	
HEMPHILL	CANADIAN ISD	104	.	.	.	.	.	.	.	NONE TESTED
HENDERSON	ATHENS ISD	368	.	.	.	.	.	.	.	NONE TESTED
	BROWNSBORO ISD	264	13	4.9	8	61.5	13	8	61.5	
	CROSS ROADS ISD	63	.	.	.	.	.	.	.	NONE TESTED
	EUSTACE ISD	166	.	.	.	.	.	.	.	< 5-MASKED*
	LA POYNOR ISD	62	.	.	.	.	.	.	.	NONE TESTED
	MALAKOFF ISD	82	.	.	.	.	.	.	.	NONE TESTED
	TRINIDAD ISD	35	.	.	.	.	.	.	.	NONE TESTED
HIDALGO	DONNA ISD	768	8	1.0	.	.	.	.	.	< 5-MASKED+
	EDCOUCH-ELSA ISD	508	39	7.7	12	30.8	43	14	32.6	
	EDINBURG CISD	1,710	310	18.1	164	52.9	530	210	39.6	
	HIDALGO ISD	257	38	14.8	10	26.3	51	10	19.6	
	LA JOYA ISD	1,173	62	5.3	33	53.2	96	56	58.3	
	LA VILLA ISD	74	.	.	.	.	.	.	.	NONE TESTED
	MCALLEN ISD	2,359	155	6.6	108	69.7	250	150	60.0	
	MERCEDES ISD	484	22	4.5	.	.	.	.	.	< 5-MASKED+
	MISSION CONS ISD	1,276	43	3.4	31	72.1	55	34	61.8	
	ONE-STOP MULITSE	8	.	.	.	.	.	.	.	NONE TESTED
	PHARR-SAN JUAN-A	2,134	140	6.6	64	45.7	189	69	36.5	
	PROGRESO ISD	171	18	10.5	9	50.0	24	9	37.5	
	SHARYLAND ISD	455	49	10.8	31	63.3	71	37	52.1	
	VALLEY VIEW ISD	143	37	25.9	33	89.2	73	44	60.3	
	WESLACO ISD	1,200	124	10.3	73	58.9	164	80	48.8	
HILL	ABBOTT ISD	33	.	.	.	.	.	.	.	< 5-MASKED*
	AQUILLA ISD	16	.	.	.	.	.	.	.	NONE TESTED
	BLUM ISD	38	.	.	.	.	.	.	.	NONE TESTED
	BYNUM ISD	25	.	.	.	.	.	.	.	NONE TESTED
	COVINGTON ISD	37	.	.	.	.	.	.	.	NONE TESTED
	HILLSBORO ISD	159	.	.	.	.	.	.	.	NONE TESTED
	HUBBARD ISD	72	.	.	.	.	.	.	.	NONE TESTED
	ITASCA ISD	54	.	.	.	.	.	.	.	NONE TESTED
	PENELOPE ISD	13	.	.	.	.	.	.	.	NONE TESTED
	WHITNEY ISD	147	.	.	.	.	.	.	.	< 5-MASKED*
HOCKLEY	ANTON ISD	33	.	.	.	.	.	.	.	NONE TESTED
	LEVELLAND ISD	392	16	4.1	.	.	.	.	.	< 5-MASKED+
	ROPES ISD	47	.	.	.	.	.	.	.	NONE TESTED
	SMYER ISD	44	.	.	.	.	.	.	.	NONE TESTED
	SUNDOWN ISD	65	.	.	.	.	.	.	.	NONE TESTED
	WHITHARRAL ISD	34	.	.	.	.	.	.	.	NONE TESTED
HOOD	GRANBURY ISD	621	63	10.1	40	63.5	76	48	63.2	
	LIPAN ISD	39	.	.	.	.	.	.	.	NONE TESTED
	TOLAR ISD	58	.	.	.	.	.	.	.	NONE TESTED
HOPKINS	COMO-PICKTON CIS	84	.	.	.	.	.	.	.	NONE TESTED
	CUMBY ISD	32	.	.	.	.	.	.	.	NONE TESTED
	MILLER GROVE ISD	28	.	.	.	.	.	.	.	NONE TESTED
	NORTH HOPKINS IS	43	.	.	.	.	.	.	.	NONE TESTED
	SALTILLO ISD	23	.	.	.	.	.	.	.	NONE TESTED
	SULPHUR BLUFF IS	38	.	.	.	.	.	.	.	NONE TESTED
	SULPHUR SPRINGS	409	52	12.7	30	57.7	85	44	51.8	
HOUSTON	CROCKETT ISD	202	.	.	.	.	.	.	.	NONE TESTED
	GRAPELAND ISD	82	.	.	.	.	.	.	.	NONE TESTED
	KENNARD ISD	51	.	.	.	.	.	.	.	NONE TESTED
	LATEXO ISD	34	10	29.4	.	.	.	.	.	< 5-MASKED+
	LOVELADY ISD	64	.	.	.	.	.	.	.	NONE TESTED
HOWARD	BIG SPRING ISD	436	.	.	.	.	.	.	.	NONE TESTED
	COAHOMA ISD	114	.	.	.	.	.	.	.	< 5-MASKED*
	FORSAN ISD	72	.	.	.	.	.	.	.	NONE TESTED
HUDSPETH	DELL CITY ISD	27	.	.	.	.	.	.	.	NONE TESTED
	FT HANCOCK ISD	41	.	.	.	.	.	.	.	NONE TESTED
	SIERRA BLANCA IS	19	.	.	.	.	.	.	.	NONE TESTED
HUNT	BLAND ISD	52	.	.	.	.	.	.	.	NONE TESTED
	BOLES ISD	47	.	.	.	.	.	.	.	NONE TESTED
	CADDO MILLS ISD	89	.	.	.	.	.	.	.	NONE TESTED
	CAMPBELL ISD	30	.	.	.	.	.	.	.	NONE TESTED
	CELESTE ISD	63	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HUNT	COMMERCE ISD	146	.	.	.	.	.	.	.	< 5-MASKED*
	GREENVILLE ISD	528	15	2.8	12	80.0	15	12	80.0	
	LONE OAK ISD	73	.	.	.	.	.	.	.	NONE TESTED
	QUINLAN ISD	250	.	.	.	.	.	.	.	< 5-MASKED*
	WOLFE CITY ISD	57	.	.	.	.	.	.	.	NONE TESTED
HUTCHINSON	BORGER ISD	424	20	4.7	9	45.0	24	12	50.0	
	PLEMONS-STINNETT	105	28	26.7	12	42.9	29	12	41.4	
	SANFORD ISD	162	29	17.9	7	24.1	33	7	21.2	
IRION	IRION CO ISD	36	.	.	.	.	.	.	.	NONE TESTED
JACK	BRYSON ISD	28	.	.	.	.	.	.	.	NONE TESTED
	JACKSBORO ISD	125	9	7.2	7	77.8	9	7	77.8	
	PERRIN-WHITT CON	45	6	13.3	.	.	.	.	.	< 5-MASKED+
JACKSON	EDNA ISD	176	.	.	.	.	.	.	.	NONE TESTED
	GANADO ISD	89	.	.	.	.	.	.	.	< 5-MASKED*
	INDUSTRIAL ISD	132	10	7.6	.	.	.	.	.	< 5-MASKED+
JASPER	BROOKELAND ISD	20	.	.	.	.	.	.	.	NONE TESTED
	BUNA ISD	180	.	.	.	.	.	.	.	NONE TESTED
	EVADALE ISD	50	.	.	.	.	.	.	.	NONE TESTED
	JASPER ISD	342	18	5.3	7	38.9	21	7	33.3	
	KIRBYVILLE ISD	185	.	.	.	.	.	.	.	< 5-MASKED*
JEFF DAVIS	FT DAVIS ISD	40	.	.	.	.	.	.	.	NONE TESTED
	VALENTINE ISD	11	.	.	.	.	.	.	.	NONE TESTED
JEFFERSON	BEAUMONT ISD	1,742	95	5.5	57	60.0	135	84	62.2	
	HAMSHIRE-FANNETT	252	.	.	.	.	.	.	.	NONE TESTED
	NEDERLAND ISD	617	32	5.2	18	56.3	36	20	55.6	
	PORT ARTHUR ISD	1,050	9	0.9	.	.	.	.	.	< 5-MASKED+
	PORT NECHES-GROV	732	16	2.2	7	43.8	19	10	52.6	
	SABINE PASS ISD	15	.	.	.	.	.	.	.	NONE TESTED
JIM HOGG	JIM HOGG COUNTY	149	.	.	.	.	.	.	.	NONE TESTED
JIM WELLS	ALICE ISD	666	42	6.3	24	57.1	70	38	54.3	
	BEN BOLT-PALITO	66	.	.	.	.	.	.	.	NONE TESTED
	ORANGE GROVE ISD	145	16	11.0	7	43.8	16	7	43.8	
	PREMONT ISD	111	.	.	.	.	.	.	.	NONE TESTED
JOHNSON	ALVARADO ISD	280	.	.	.	.	.	.	.	NONE TESTED
	BURLESON ISD	638	72	11.3	40	55.6	133	64	48.1	
	CLEBURNE ISD	513	27	5.3	19	70.4	31	20	64.5	
	GODLEY ISD	90	.	.	.	.	.	.	.	NONE TESTED
	GRANDVIEW ISD	83	8	9.6	.	.	.	.	.	< 5-MASKED+
	JOSHUA ISD	431	58	13.5	16	27.6	89	20	22.5	
	KEENE ISD	68	.	.	.	.	.	.	.	NONE TESTED
	RIO VISTA ISD	84	6	7.1	.	.	.	.	.	< 5-MASKED+
	VENUS ISD	90	12	13.3	.	.	.	.	.	< 5-MASKED+
JONES	ANSON ISD	82	30	36.6	9	30.0	51	9	17.6	
	HAMLIN ISD	81	.	.	.	.	.	.	.	< 5-MASKED*
	HAWLEY ISD	92	8	8.7	.	.	.	.	.	< 5-MASKED+
	LUEDERS-AVOCA IS	13	.	.	.	.	.	.	.	NONE TESTED
	STAMFORD ISD	92	.	.	.	.	.	.	.	NONE TESTED
KARNES	FALLS CITY ISD	44	.	.	.	.	.	.	.	< 5-MASKED*
	KARNES CITY ISD	119	11	9.2	6	54.6	11	6	54.6	
	KENEDY ISD	126	.	.	.	.	.	.	.	NONE TESTED
	RUNGE ISD	29	.	.	.	.	.	.	.	NONE TESTED
KAUFMAN	CRANDALL ISD	162	7	4.3	.	.	.	.	.	< 5-MASKED+
	FORNEY ISD	258	31	12.0	17	54.8	44	20	45.5	
	KAUFMAN ISD	277	21	7.6	6	28.6	30	9	30.0	
	KEMP ISD	142	16	11.3	.	.	.	.	.	< 5-MASKED+
	MABANK ISD	270	8	3.0	.	.	.	.	.	< 5-MASKED+
	SCURRY-ROSSER IS	92	.	.	.	.	.	.	.	< 5-MASKED*
	TERRELL ISD	374	.	.	.	.	.	.	.	NONE TESTED
KENDALL	BOERNE ISD	450	107	23.8	65	60.8	191	106	55.5	
	COMFORT ISD	84	6	7.1	.	.	.	.	.	< 5-MASKED+
KENT	JAYTON-GIRARD IS	26	.	.	.	.	.	.	.	< 5-MASKED*
KERR	CENTER POINT ISD	62	.	.	.	.	.	.	.	NONE TESTED
	INGRAM ISD	114	43	37.7	19	44.2	73	29	39.7	
	KERRVILLE ISD	463	21	4.5	14	66.7	34	18	52.9	
KIMBLE	JUNCTION ISD	82	11	13.4	.	.	.	.	.	< 5-MASKED+
KING	GUTHRIE CSD	9	.	.	.	.	.	.	.	NONE TESTED
KINNEY	BRACKETT ISD	58	.	.	.	.	.	.	.	NONE TESTED
KLEBERG	KINGSVILLE ISD	589	31	5.3	15	48.4	37	17	46.0	
	RIVIERA ISD	93	21	22.6	5	23.8	32	8	25.0	
	SANTA GERTRUDIS	37	.	.	.	.	.	.	.	NONE TESTED

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1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
KNOX	BENJAMIN ISD	11	.	.	.	.	.	.	.	NONE TESTED
	GOREE ISD	6	.	.	.	.	.	.	.	NONE TESTED
	KNOX CITY-O'BRIE	37	.	.	.	.	.	.	.	NONE TESTED
	MUNDAY ISD	37	.	.	.	.	.	.	.	NONE TESTED
LA SALLE	COTULLA ISD	138	15	10.9	.	.	.	.	.	< 5-MASKED+
LAMAR	CHISUM ISD	91	.	.	.	.	.	.	.	NONE TESTED
	NORTH LAMAR ISD	345	25	7.2	18	72.0	47	34	72.3	
	PARIS ISD	342	.	.	.	.	.	.	.	< 5-MASKED*
	PRAIRILAND ISD	122	.	.	.	.	.	.	.	< 5-MASKED*
	ROXTON ISD	25	.	.	.	.	.	.	.	NONE TESTED
LAMB	AMHERST ISD	25	.	.	.	.	.	.	.	NONE TESTED
	LITTLEFIELD ISD	180	.	.	.	.	.	.	.	NONE TESTED
	OLTON ISD	78	.	.	.	.	.	.	.	< 5-MASKED*
	SPADE ISD	24	.	.	.	.	.	.	.	NONE TESTED
	SPRINGLAKE-EARTH	50	.	.	.	.	.	.	.	< 5-MASKED*
	SUDAN ISD	43	.	.	.	.	.	.	.	< 5-MASKED*
LAMPASAS	LAMPASAS ISD	356	.	.	.	.	.	.	.	NONE TESTED
	LOMETA ISD	36	.	.	.	.	.	.	.	NONE TESTED
LAVACA	HALLETTSVILLE IS	166	5	3.0	.	.	.	.	.	< 5-MASKED+
	MOULTON ISD	42	.	.	.	.	.	.	.	NONE TESTED
	SHINER ISD	61	.	.	.	.	.	.	.	< 5-MASKED*
LEE	DIME BOX ISD	20	.	.	.	.	.	.	.	NONE TESTED
	GIDDINGS ISD	231	27	11.7	.	.	.	.	.	< 5-MASKED+
	LEXINGTON ISD	99	16	16.2	8	50.0	16	8	50.0	
LEON	BUFFALO ISD	93	.	.	.	.	.	.	.	NONE TESTED
	CENTERVILLE ISD	93	7	7.5	6	85.7	12	10	83.3	
	LEON ISD	72	.	.	.	.	.	.	.	NONE TESTED
	NORMANGEE ISD	42	.	.	.	.	.	.	.	NONE TESTED
	OAKWOOD ISD	33	.	.	.	.	.	.	.	NONE TESTED
LIBERTY	CLEVELAND ISD	256	.	.	.	.	.	.	.	< 5-MASKED*
	DAYTON ISD	480	61	12.7	33	54.1	83	45	54.2	
	HARDIN ISD	122	9	7.4	5	55.6	12	6	50.0	
	HULL-DAISETTA IS	67	.	.	.	.	.	.	.	NONE TESTED
	LIBERTY ISD	262	11	4.2	9	81.8	12	9	75.0	
	TARKINGTON ISD	191	8	4.2	.	.	.	.	.	< 5-MASKED+
LIMESTONE	COOLIDGE ISD	23	.	.	.	.	.	.	.	NONE TESTED
	GROESBECK ISD	185	.	.	.	.	.	.	.	NONE TESTED
	MEXIA ISD	202	7	3.5	.	.	.	.	.	< 5-MASKED+
LIPSCOMB	BOOKER ISD	48	.	.	.	.	.	.	.	NONE TESTED
	FOLLETT ISD	24	.	.	.	.	.	.	.	NONE TESTED
	HIGGINS ISD	13	.	.	.	.	.	.	.	NONE TESTED
LIVE OAK	GEORGE WEST ISD	148	11	7.4	7	63.6	14	8	57.1	
	THREE RIVERS ISD	97	.	.	.	.	.	.	.	NONE TESTED
LLANO	LLANO ISD	148	32	21.6	18	56.3	34	18	52.9	
LUBBOCK	FRENSHIP ISD	511	8	1.6	5	62.5	8	5	62.5	
	IDALOU ISD	97	.	.	.	.	.	.	.	NONE TESTED
	LUBBOCK ISD	3,316	221	6.7	137	62.0	293	169	57.7	
	LUBBOCK-COOPER I	173	.	.	.	.	.	.	.	NONE TESTED
	NEW DEAL ISD	74	.	.	.	.	.	.	.	NONE TESTED
	ROOSEVELT ISD	149	.	.	.	.	.	.	.	< 5-MASKED*
	SHALLOWATER ISD	120	.	.	.	.	.	.	.	NONE TESTED
	SLATON ISD	170	.	.	.	.	.	.	.	NONE TESTED
LYNN	NEW HOME ISD	26	.	.	.	.	.	.	.	NONE TESTED
	O'DONNELL ISD	55	.	.	.	.	.	.	.	NONE TESTED
	TAHOKA ISD	83	13	15.7	.	.	.	.	.	< 5-MASKED+
	WILSON ISD	20	.	.	.	.	.	.	.	NONE TESTED
MADISON	MADISONVILLE CON	192	.	.	.	.	.	.	.	NONE TESTED
	NORTH ZULCH ISD	40	9	22.5	.	.	.	.	.	< 5-MASKED+
MARION	JEFFERSON ISD	169	19	11.2	11	57.9	30	14	46.7	
MARTIN	GRADY ISD	24	.	.	.	.	.	.	.	NONE TESTED
	STANTON ISD	93	.	.	.	.	.	.	.	< 5-MASKED*
MASON	MASON ISD	87	16	18.4	9	56.3	16	9	56.3	
MATAGORDA	BAY CITY ISD	483	53	11.0	47	88.7	87	77	88.5	
	PALACIOS ISD	196	74	37.8	15	20.3	112	18	16.1	
	TIDEHAVEN ISD	109	.	.	.	.	.	.	.	< 5-MASKED*
	VAN VLECK ISD	117	.	.	.	.	.	.	.	< 5-MASKED*
MAVERICK	EAGLE PASS ISD	1,233	34	2.8	25	73.5	52	27	51.9	
MCCULLOCH	BRADY ISD	142	.	.	.	.	.	.	.	< 5-MASKED*
	LOHN ISD	13	.	.	.	.	.	.	.	NONE TESTED
	ROCHELLE ISD	24	.	.	.	.	.	.	.	NONE TESTED

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
MCLENNAN	AXTELL ISD	62	.	.	.	.	.	.	.	NONE TESTED
	BOSQUEVILLE ISD	47	.	.	.	.	.	.	.	NONE TESTED
	BRUCEVILLE-EDDY	84	.	.	.	.	.	.	.	NONE TESTED
	CHINA SPRING ISD	149	14	9.4	9	64.3	20	13	65.0	
	CONNALLY ISD	252	.	.	.	.	.	.	.	NONE TESTED
	CRAWFORD ISD	52	.	.	.	.	.	.	.	< 5-MASKED*
	LA VEGA ISD	206	5	2.4	.	.	.	.	.	< 5-MASKED+
	LORENA ISD	148	.	.	.	.	.	.	.	< 5-MASKED*
	MART ISD	83	.	.	.	.	.	.	.	< 5-MASKED*
	MCGREGOR ISD	136	16	11.8	6	37.5	16	6	37.5	
	MIDWAY ISD	709	56	7.9	54	96.4	99	94	95.0	
	MOODY ISD	81	.	.	.	.	.	.	.	< 5-MASKED*
	RIESEL ISD	63	.	.	.	.	.	.	.	NONE TESTED
	ROBINSON ISD	233	.	.	.	.	.	.	.	< 5-MASKED*
	WACO ISD	1,286	60	4.7	29	48.3	109	45	41.3	
	WEST ISD	204	6	2.9	.	.	.	.	.	< 5-MASKED+
MCMULLEN	MCMULLEN COUNTY	19	.	.	.	.	.	.	.	NONE TESTED
MEDINA	D'HANIS ISD	35	.	.	.	.	.	.	.	NONE TESTED
	DEVINE ISD	223	.	.	.	.	.	.	.	NONE TESTED
	HONDO ISD	202	15	7.4	8	53.3	22	12	54.6	
	MEDINA VALLEY IS	263	.	.	.	.	.	.	.	< 5-MASKED*
	NATALIA ISD	108	.	.	.	.	.	.	.	NONE TESTED
MENARD	MENARD ISD	47	.	.	.	.	.	.	.	NONE TESTED
MIDLAND	GREENWOOD ISD	179	.	.	.	.	.	.	.	< 5-MASKED*
	MIDLAND ISD	2,427	57	2.3	44	77.2	103	80	77.7	
MILAM	BUCKHOLTS ISD	16	.	.	.	.	.	.	.	NONE TESTED
	CAMERON ISD	209	.	.	.	.	.	.	.	NONE TESTED
	MILANO ISD	54	.	.	.	.	.	.	.	NONE TESTED
	ROCKDALE ISD	211	10	4.7	.	.	.	.	.	< 5-MASKED+
	THORNDALE ISD	48	.	.	.	.	.	.	.	NONE TESTED
MILLS	GOLDTHWAITE ISD	74	.	.	.	.	.	.	.	NONE TESTED
	MULLIN ISD	17	.	.	.	.	.	.	.	NONE TESTED
	PRIDDY ISD	12	.	.	.	.	.	.	.	NONE TESTED
	STAR ISD	8	.	.	.	.	.	.	.	NONE TESTED
MITCHELL	COLORADO ISD	146	5	3.4	.	.	.	.	.	< 5-MASKED+
	LORAINE ISD	20	.	.	.	.	.	.	.	< 5-MASKED*
	WESTBROOK ISD	20	.	.	.	.	.	.	.	NONE TESTED
MONTAGUE	BOWIE ISD	182	13	7.1	8	61.5	15	8	53.3	
	FORESTBURG ISD	24	.	.	.	.	.	.	.	NONE TESTED
	GOLD BURG ISD	19	.	.	.	.	.	.	.	NONE TESTED
	NOCONA ISD	90	.	.	.	.	.	.	.	NONE TESTED
	PRAIRIE VALLEY I	15	.	.	.	.	.	.	.	NONE TESTED
	SAINT JO ISD	42	.	.	.	.	.	.	.	< 5-MASKED*
MONTGOMERY	CONROE ISD	3,062	322	10.5	285	88.5	577	482	83.5	
	MAGNOLIA ISD	428	9	2.1	5	55.6	12	5	41.7	
	MONTGOMERY ISD	302	32	10.6	14	43.8	38	15	39.5	
	NEW CANEY ISD	486	.	.	.	.	.	.	.	< 5-MASKED*
	SPLENDORA ISD	239	8	3.3	.	.	.	.	.	< 5-MASKED+
	WILLIS ISD	412	17	4.1	10	58.8	29	17	58.6	
MOORE	DUMAS ISD	392	21	5.4	8	38.1	22	9	40.9	
	SUNRAY ISD	72	16	22.2	.	.	.	.	.	< 5-MASKED+
MORRIS	DAINGERFIELD-LON	211	6	2.8	.	.	.	.	.	< 5-MASKED+
	PEWITT ISD	110	.	.	.	.	.	.	.	NONE TESTED
MOTLEY	MOTLEY COUNTY IS	40	.	.	.	.	.	.	.	NONE TESTED
NACOGDOCHES	CENTRAL HEIGHTS	59	11	18.6	.	.	.	.	.	< 5-MASKED+
	CHIRENO ISD	34	.	.	.	.	.	.	.	NONE TESTED
	CUSHING ISD	55	14	25.5	9	64.3	21	13	61.9	
	DOUGLASS ISD	39	.	.	.	.	.	.	.	NONE TESTED
	GARRISON ISD	64	.	.	.	.	.	.	.	NONE TESTED
	MARTINSVILLE ISD	22	.	.	.	.	.	.	.	NONE TESTED
	NACOGDOCHES ISD	671	22	3.3	16	72.7	26	18	69.2	
	WODEN ISD	83	.	.	.	.	.	.	.	NONE TESTED
NAVARRO	BLOOMING GROVE I	88	.	.	.	.	.	.	.	NONE TESTED
	CORSICANA ISD	507	5	1.0	.	.	.	.	.	< 5-MASKED+
	DAWSON ISD	40	.	.	.	.	.	.	.	NONE TESTED
	FROST ISD	31	.	.	.	.	.	.	.	NONE TESTED
	KERENS ISD	78	.	.	.	.	.	.	.	NONE TESTED
	MILDRED ISD	49	.	.	.	.	.	.	.	NONE TESTED
NEWTON	BURKEVILLE ISD	50	.	.	.	.	.	.	.	NONE TESTED
	DEWEYVILLE ISD	88	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

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TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
NEWTON	NEWTON ISD	139	.	.	.	.	.	.	.	< 5-MASKED*
NOLAN	BLACKWELL CONS I	20	.	.	.	.	.	.	.	NONE TESTED
	HIGHLAND ISD	21	.	.	.	.	.	.	.	NONE TESTED
	ROSCOE ISD	73	.	.	.	.	.	.	.	NONE TESTED
	SWEETWATER ISD	243	5	2.1	.	.	.	.	.	< 5-MASKED+
NUECES	ACADEMY OF TRANS	77	.	.	.	.	.	.	.	NONE TESTED
	AGUA DULCE ISD	44	.	.	.	.	.	.	.	NONE TESTED
	BANQUETE ISD	96	6	6.3	.	.	.	.	.	< 5-MASKED+
	BISHOP CONS ISD	148	10	6.8	8	80.0	12	8	66.7	
	CALALLEN ISD	552	73	13.2	37	50.7	122	62	50.8	
	CORPUS CHRISTI I	4,033	152	3.8	112	73.7	265	173	65.3	
	FLOUR BLUFF ISD	557	87	15.6	36	41.4	113	47	41.6	
	PORT ARANSAS ISD	50	.	.	.	.	.	.	.	< 5-MASKED*
	ROBSTOWN ISD	436	16	3.7	6	37.5	28	6	21.4	
	TULOSO-MIDWAY IS	363	.	.	.	.	.	.	.	NONE TESTED
	WEST OSO ISD	174	.	.	.	.	.	.	.	NONE TESTED
OCHILTREE	PERRYTON ISD	200	.	.	.	.	.	.	.	NONE TESTED
OLDHAM	ADRIAN ISD	20	.	.	.	.	.	.	.	NONE TESTED
	BOYS RANCH ISD	73	.	.	.	.	.	.	.	NONE TESTED
	VEGA ISD	49	.	.	.	.	.	.	.	NONE TESTED
ORANGE	BRIDGE CITY ISD	337	.	.	.	.	.	.	.	< 5-MASKED*
	LIT CYPRESS-MRCE	491	14	2.9	10	71.4	19	15	79.0	
	ORANGEFIELD ISD	183	.	.	.	.	.	.	.	NONE TESTED
	VIDOR ISD	556	23	4.1	8	34.8	33	10	30.3	
	WEST ORANGE-COVE	365	28	7.7	16	57.1	33	17	51.5	
PALO PINTO	GORDON ISD	31	.	.	.	.	.	.	.	NONE TESTED
	GRAFORD ISD	48	.	.	.	.	.	.	.	NONE TESTED
	MINERAL WELLS IS	330	7	2.1	5	71.4	7	5	71.4	
	SANTO ISD	43	.	.	.	.	.	.	.	NONE TESTED
	STRAWN ISD	27	.	.	.	.	.	.	.	NONE TESTED
PANOLA	BECKVILLE ISD	69	.	.	.	.	.	.	.	NONE TESTED
	CARTHAGE ISD	373	14	3.8	9	64.3	15	9	60.0	
	GARY ISD	25	6	24.0	.	.	.	.	.	< 5-MASKED+
PARKER	ALEDO ISD	276	26	9.4	18	69.2	46	31	67.4	
	BROCK ISD	69	.	.	.	.	.	.	.	NONE TESTED
	MILLSAP ISD	70	.	.	.	.	.	.	.	NONE TESTED
	PEASTER ISD	82	.	.	.	.	.	.	.	< 5-MASKED*
	POOLVILLE ISD	26	.	.	.	.	.	.	.	< 5-MASKED*
	SPRINGTOWN ISD	285	22	7.7	8	36.4	26	9	34.6	
	WEATHERFORD ISD	605	55	9.1	42	76.4	80	53	66.3	
PARMER	BOVINA ISD	63	.	.	.	.	.	.	.	NONE TESTED
	FARWELL ISD	56	.	.	.	.	.	.	.	NONE TESTED
	FRIONA ISD	144	52	36.1	15	28.8	88	15	17.0	
	LAZBUDDIE ISD	30	14	46.7	.	.	.	.	.	< 5-MASKED+
PECOS	BUENA VISTA ISD	22	.	.	.	.	.	.	.	NONE TESTED
	FT STOCKTON ISD	289	17	5.9	10	58.8	27	17	63.0	
	IRAAN-SHEFFIELD	71	7	9.9	.	.	.	.	.	< 5-MASKED+
POLK	BIG SANDY ISD	40	.	.	.	.	.	.	.	NONE TESTED
	CORRIGAN-CAMDEN	134	.	.	.	.	.	.	.	< 5-MASKED*
	GOODRICH ISD	37	.	.	.	.	.	.	.	NONE TESTED
	LEGGETT ISD	10	.	.	.	.	.	.	.	NONE TESTED
	LIVINGSTON ISD	395	52	13.2	32	61.5	80	42	52.5	
POTTER	AMARILLO ISD	2,799	224	8.0	124	55.4	325	174	53.5	
	HIGHLAND PARK IS	94	.	.	.	.	.	.	.	NONE TESTED
	RIVER ROAD ISD	163	.	.	.	.	.	.	.	NONE TESTED
PRESIDIO	MARFA ISD	52	.	.	.	.	.	.	.	< 5-MASKED*
	PRESIDIO ISD	122	26	21.3	16	61.5	46	29	63.0	
RAINS	RAINS ISD	155	63	7.0	35	55.6	75	38	50.7	< 5-MASKED*
RANDALL	CANYON ISD	894	.	.	.	.	.	.	.	NONE TESTED
REAGAN	REAGAN COUNTY IS	116	.	.	.	.	.	.	.	NONE TESTED
REAL	LEAKEY ISD	36	.	.	.	.	.	.	.	NONE TESTED
RED RIVER	AVERY ISD	39	.	.	.	.	.	.	.	NONE TESTED
	CLARKSVILLE ISD	134	.	.	.	.	.	.	.	NONE TESTED
	DETROIT ISD	51	.	.	.	.	.	.	.	NONE TESTED
	TALCO-BOGATA CON	73	.	.	.	.	.	.	.	NONE TESTED
REEVES	BALMORHEA ISD	24	.	.	.	.	.	.	.	NONE TESTED
	PECOS-BARSTOW-TO	321	10	3.1	.	.	.	.	.	< 5-MASKED+
REFUGIO	AUSTWELL-TIVOLI	24	.	.	.	.	.	.	.	NONE TESTED
	REFUGIO ISD	119	.	.	.	.	.	.	.	NONE TESTED
	WOODSBORO ISD	54	.	.	.	.	.	.	.	< 5-MASKED*

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-1
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ROBERTS	MIAMI ISD	34	.	.	.	.	.	.	.	NONE TESTED
ROBERTSON	BREMOND ISD	62	.	.	.	.	.	.	.	NONE TESTED
	CALVERT ISD	36	.	.	.	.	.	.	.	NONE TESTED
	FRANKLIN ISD	99	.	.	.	.	.	.	.	NONE TESTED
	HEARNE ISD	139	.	.	.	.	.	.	.	
ROCKWALL	ROCKWALL ISD	714	31	4.3	20	64.5	37	23	62.2	
	ROYSE CITY ISD	122	.	.	.	.	.	.	.	NONE TESTED
RUNNELS	BALLINGER ISD	138	.	.	.	.	.	.	.	NONE TESTED
	MILES ISD	64	.	.	.	.	.	.	.	NONE TESTED
	WINTERS ISD	108	.	.	.	.	.	.	.	< 5-MASKED*
RUSK	CARLISLE ISD	34	6	17.6	.	.	.	.	.	< 5-MASKED+
	HENDERSON ISD	407	23	5.7	13	56.5	41	21	51.2	
	LANEVILLE ISD	20	.	.	.	.	.	.	.	NONE TESTED
	LEVERETTS CHAPEL	17	.	.	.	.	.	.	.	NONE TESTED
	MOUNT ENTERPRISE	34	.	.	.	.	.	.	.	NONE TESTED
	OVERTON ISD	60	.	.	.	.	.	.	.	< 5-MASKED*
	TATUM ISD	164	.	.	.	.	.	.	.	NONE TESTED
	WEST RUSK ISD	100	.	.	.	.	.	.	.	< 5-MASKED+
SABINE	HEMPHILL ISD	103	6	5.8	.	.	.	.	.	NONE TESTED
	WEST SABINE ISD	56	.	.	.	.	.	.	.	NONE TESTED
SAN AUGUSTI	BROADDUS ISD	44	.	.	.	.	.	.	.	NONE TESTED
	SAN AUGUSTINE IS	116	.	.	.	.	.	.	.	
SAN JACINTO	COLDSPRING-OAKHU	191	21	11.0	6	28.6	28	7	25.0	
	SHEPHERD ISD	142	.	.	.	.	.	.	.	< 5-MASKED*
SAN PATRICI	ARANSAS PASS ISD	161	.	.	.	.	.	.	.	NONE TESTED
	GREGORY-PORTLAND	521	64	12.3	49	76.6	113	81	71.7	
	INGLESIDE ISD	182	.	.	.	.	.	.	.	NONE TESTED
	MATHIS ISD	208	.	.	.	.	.	.	.	NONE TESTED
	ODEM-EDROY ISD	132	.	.	.	.	.	.	.	NONE TESTED
	SINTON ISD	282	33	11.7	16	48.5	35	17	48.6	
	TAFT ISD	151	12	7.9	.	.	.	.	.	< 5-MASKED+
SAN SABA	CHEROKEE ISD	21	.	.	.	.	.	.	.	NONE TESTED
	RICHLAND SPRINGS	30	.	.	.	.	.	.	.	NONE TESTED
	SAN SABA ISD	81	.	.	.	.	.	.	.	NONE TESTED
SCHLEICHER	SCHLEICHER ISD	87	6	6.9	.	.	.	.	.	< 5-MASKED+
SCURRY	HERMLEIGH ISD	23	.	.	.	.	.	.	.	NONE TESTED
	IRA ISD	24	.	.	.	.	.	.	.	NONE TESTED
	SNYDER ISD	362	35	9.7	25	71.4	38	27	71.1	
SHACKELFORD	ALBANY ISD	65	.	.	.	.	.	.	.	< 5-MASKED*
	MORAN ISD	17	.	.	.	.	.	.	.	< 5-MASKED*
SHELBY	CENTER ISD	244	.	.	.	.	.	.	.	NONE TESTED
	JOAQUIN ISD	72	.	.	.	.	.	.	.	NONE TESTED
	SHELBYVILLE ISD	83	.	.	.	.	.	.	.	NONE TESTED
	TENAHA ISD	40	.	.	.	.	.	.	.	NONE TESTED
	TIMPSON ISD	79	.	.	.	.	.	.	.	NONE TESTED
SHERMAN	STRATFORD ISD	64	.	.	.	.	.	.	.	NONE TESTED
	TEXHOMA ISD	36	.	.	.	.	.	.	.	NONE TESTED
SMITH	ARP ISD	106	.	.	.	.	.	.	.	NONE TESTED
	BULLARD ISD	130	.	.	.	.	.	.	.	< 5-MASKED*
	CHAPEL HILL ISD	387	.	.	.	.	.	.	.	
	LINDALE ISD	284	37	13.0	24	64.9	42	27	64.3	
	TROUP ISD	95	.	.	.	.	.	.	.	NONE TESTED
	TYLER ISD	1,716	99	5.8	74	74.8	153	103	67.3	
	WHITEHOUSE ISD	432	.	.	.	.	.	.	.	NONE TESTED
	WINONA ISD	110	.	.	.	.	.	.	.	NONE TESTED
SOMERVELL	GLEN ROSE ISD	174	.	.	.	.	.	.	.	NONE TESTED
STARR	RIO GRANDE CITY	620	53	8.5	19	35.9	56	19	33.9	
	ROMA ISD	654	20	3.1	14	70.0	20	14	70.0	
	SAN ISIDRO ISD	41	.	.	.	.	.	.	.	NONE TESTED
STEPHENS	BRECKENRIDGE ISD	188	.	.	.	.	.	.	.	< 5-MASKED*
STERLING	STERLING CITY IS	42	.	.	.	.	.	.	.	NONE TESTED
STONEWALL	ASPERMONT ISD	38	.	.	.	.	.	.	.	NONE TESTED
SUTTON	SONORA ISD	119	12	10.1	8	66.7	17	11	64.7	
SWISHER	HAPPY ISD	37	.	.	.	.	.	.	.	< 5-MASKED*
	KRESS ISD	43	.	.	.	.	.	.	.	< 5-MASKED*
	TULIA ISD	106	.	.	.	.	.	.	.	NONE TESTED
TARRANT	ARLINGTON ISD	5,521	454	8.2	359	79.1	829	608	73.3	
	AZLE ISD	560	31	5.5	19	61.3	39	22	56.4	
	BIRDVILLE ISD	1,947	138	7.1	88	63.8	211	121	57.4	
	CARROLL ISD	551	166	30.1	114	68.7	237	161	67.9	

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
TARRANT	CASTLEBERRY ISD	269	7	2.6	6	85.7	11	8	72.7	
	CROWLEY ISD	794	117	14.7	72	61.5	190	116	61.1	
	EAGLE MT-SAGINAW	572	49	8.6	34	69.4	78	48	61.5	
	EVERMAN ISD	271	.	.	.	.	.	.	.	NONE TESTED
	FORT WORTH ISD	6,232	516	8.3	288	55.8	920	468	50.9	
	GRAPEVINE-COLLEY	1,366	431	31.6	271	62.9	891	488	54.8	
	HURST-EULESS-BED	2,233	236	10.6	115	48.7	367	186	50.7	
	KELLER ISD	1,196	94	7.9	59	62.8	148	89	60.1	
	KENNEDALE ISD	207	10	4.8	.	.	.	.	.	< 5-MASKED+
	LAKE WORTH ISD	118	16	13.6	.	.	.	.	.	< 5-MASKED+
	MANSFIELD ISD	933	83	8.9	60	72.3	130	90	69.2	
	MASONIC HOME ISD	26	.	.	.	.	.	.	.	NONE TESTED
	WHITE SETTLEMENT	408	.	.	.	.	.	.	.	NONE TESTED
TAYLOR	ABILENE ISD	1,784	232	13.0	142	61.2	403	238	59.1	
	JIM NED CONS ISD	118	29	24.6	14	48.3	29	14	48.3	
	MERKEL ISD	190	.	.	.	.	.	.	.	< 5-MASKED*
	TRENT ISD	9	.	.	.	.	.	.	.	NONE TESTED
	WYLIE ISD	289	9	3.1	5	55.6	12	7	58.3	
TERRELL	TERRELL COUNTY I	33	.	.	.	.	.	.	.	NONE TESTED
TERRY	BROWNFIELD ISD	276	.	.	.	.	.	.	.	< 5-MASKED*
	MEADOW ISD	34	.	.	.	.	.	.	.	NONE TESTED
	UNION ISD	16	.	.	.	.	.	.	.	NONE TESTED
	WELLMAN ISD	24	.	.	.	.	.	.	.	NONE TESTED
THROCKMORTO	THROCKMORTON ISD	21	.	.	.	.	.	.	.	NONE TESTED
	WOODSON ISD	10	.	.	.	.	.	.	.	NONE TESTED
TITUS	CHAPEL HILL ISD	31	.	.	.	.	.	.	.	NONE TESTED
	MOUNT PLEASANT I	461	5	1.1	.	.	.	.	.	< 5-MASKED+
TOM GREEN	CHRISTOVAL ISD	44	.	.	.	.	.	.	.	NONE TESTED
	SAN ANGELO ISD	1,738	69	4.0	50	72.5	86	60	69.8	
	WALL ISD	97	.	.	.	.	.	.	.	< 5-MASKED*
	WATER VALLEY ISD	54	14	25.9	6	42.9	22	7	31.8	
TRAVIS	AMERICAN INSTITU	7	.	.	.	.	.	.	.	NONE TESTED
	AUSTIN ISD	6,040	1,342	22.2	849	63.3	2,562	1,417	55.3	
	DEL VALLE ISD	368	74	20.1	10	13.5	118	10	8.5	
	EANES ISD	886	319	36.0	250	78.4	692	519	75.0	
	LAGO VISTA ISD	71	15	21.1	11	73.3	22	13	59.1	
	LAKE TRAVIS ISD	275	41	14.9	36	87.8	63	52	82.5	
	MANOR ISD	211	6	2.8	.	.	.	.	.	< 5-MASKED+
	PFLUGERVILLE ISD	934	100	10.7	73	73.0	121	85	70.3	
TRINITY	APPLE SPRINGS IS	19	.	.	.	.	.	.	.	NONE TESTED
	CENTERVILLE ISD	25	.	.	.	.	.	.	.	NONE TESTED
	GROVETON ISD	87	.	.	.	.	.	.	.	NONE TESTED
	TRINITY ISD	123	.	.	.	.	.	.	.	NONE TESTED
TYLER	CHESTER ISD	35	.	.	.	.	.	.	.	NONE TESTED
	COLMESNEIL ISD	60	.	.	.	.	.	.	.	NONE TESTED
	SPURGER ISD	34	.	.	.	.	.	.	.	NONE TESTED
	WARREN ISD	111	.	.	.	.	.	.	.	NONE TESTED
	WOODVILLE ISD	163	.	.	.	.	.	.	.	NONE TESTED
UPSHUR	BIG SANDY ISD	86	11	12.8	6	54.6	11	6	54.6	
	GILMER ISD	279	7	2.5	.	.	.	.	.	< 5-MASKED+
	HARMONY ISD	90	21	23.3	.	.	.	.	.	< 5-MASKED+
	NEW DIANA ISD	101	.	.	.	.	.	.	.	NONE TESTED
	ORE CITY ISD	90	.	.	.	.	.	.	.	NONE TESTED
	UNION GROVE ISD	86	.	.	.	.	.	.	.	NONE TESTED
	UNION HILL ISD	29	.	.	.	.	.	.	.	NONE TESTED
UPTON	MCCAMEY ISD	88	.	.	.	.	.	.	.	NONE TESTED
	RANKIN ISD	45	.	.	.	.	.	.	.	NONE TESTED
UVALDE	KNIPPA ISD	25	.	.	.	.	.	.	.	< 5-MASKED*
	SABINAL ISD	61	.	.	.	.	.	.	.	NONE TESTED
	UTOPIA ISD	13	.	.	.	.	.	.	.	NONE TESTED
	UVALDE CONS ISD	563	44	7.8	21	47.7	62	25	40.3	
VAL VERDE	COMSTOCK ISD	20	.	.	.	.	.	.	.	NONE TESTED
	SAN FELIPE-DEL R	989	55	5.6	38	69.1	120	73	60.8	
VAN ZANDT	CANTON ISD	191	6	3.1	.	.	.	.	.	< 5-MASKED+
	EDGEWOOD ISD	114	.	.	.	.	.	.	.	< 5-MASKED*
	FRUITVALE ISD	32	.	.	.	.	.	.	.	NONE TESTED
	GRAND SALINE ISD	101	.	.	.	.	.	.	.	NONE TESTED
	MARTINS MILL ISD	51	.	.	.	.	.	.	.	NONE TESTED
	VAN ISD	244	.	.	.	.	.	.	.	NONE TESTED
	WILLS POINT ISD	212	26	12.3	8	30.8	29	8	27.6	

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VICTORIA	BLOOMINGTON ISD	105	.	.	.	.	.	.	.	NONE TESTED
	VICTORIA ISD	1,493	42	2.8	16	38.1	44	17	38.6	
WALKER	HUNTSVILLE ISD	708	34	4.8	29	85.3	69	49	71.0	< 5-MASKED+
	NEW WAVERLY ISD	85	19	22.4	.	.	.	.	.	
WALLER	HEMPSTEAD ISD	138	9	6.5	7	77.8	13	9	69.2	NONE TESTED
	ROYAL ISD	124	.	.	.	.	.	.	.	< 5-MASKED*
	WALLER ISD	411	.	.	.	.	.	.	.	NONE TESTED
WARD	GRANDFALLS-ROYAL	24	.	.	.	.	.	.	.	
	MONAHANS-WICKETT	274	47	17.2	14	29.8	70	14	20.0	
WASHINGTON	BRENHAM ISD	561	18	3.2	5	27.8	19	6	31.6	NONE TESTED
	BURTON ISD	47	.	.	.	.	.	.	.	
WEBB	LAREDO ISD	2,235	152	6.8	75	49.3	228	98	43.0	
	UNITED ISD	1,962	130	6.6	50	38.5	161	57	35.4	< 5-MASKED+
	WEBB CONS ISD	65	18	27.7	.	.	.	.	.	< 5-MASKED*
WHARTON	BOLING ISD	124	.	.	.	.	.	.	.	NONE TESTED
	EAST BERNARD ISD	130	.	.	.	.	.	.	.	
	EL CAMPO ISD	434	60	13.8	11	18.3	75	13	17.3	NONE TESTED
	LOUISE ISD	56	.	.	.	.	.	.	.	NONE TESTED
	WHARTON ISD	283	.	.	.	.	.	.	.	NONE TESTED
WHEELER	ALLISON ISD	8	.	.	.	.	.	.	.	NONE TESTED
	FORT ELLIOTT CON	18	.	.	.	.	.	.	.	NONE TESTED
	SHAMROCK ISD	52	.	.	.	.	.	.	.	< 5-MASKED*
	WHEELER ISD	47	.	.	.	.	.	.	.	
WICHITA	BURKBURNETT ISD	408	42	10.3	21	50.0	52	27	51.9	NONE TESTED
	ELECTRA ISD	77	.	.	.	.	.	.	.	NONE TESTED
	IOWA PARK CONS I	265	.	.	.	.	.	.	.	
	WICHITA FALLS IS	1,461	140	9.6	81	57.9	254	136	53.5	NONE TESTED
WILBARGER	HARROLD ISD	15	.	.	.	.	.	.	.	NONE TESTED
	NORTHSIDE ISD	19	.	.	.	.	.	.	.	
	VERNON ISD	251	22	8.8	15	68.2	22	15	68.2	< 5-MASKED+
WILLACY	LYFORD CISD	209	23	11.0	.	.	.	.	.	
	RAYMONDVILLE ISD	273	22	8.1	8	36.4	33	13	39.4	NONE TESTED
	SAN PERLITA ISD	30	.	.	.	.	.	.	.	NONE TESTED
WILLIAMSON	FLORENCE ISD	95	.	.	.	.	.	.	.	
	GEORGETOWN ISD	760	92	12.1	78	84.8	134	111	82.8	< 5-MASKED*
	GRANGER ISD	50	.	.	.	.	.	.	.	< 5-MASKED+
	HUTTO ISD	86	20	23.3	.	.	.	.	.	< 5-MASKED+
	JARRELL ISD	66	10	15.2	.	.	.	.	.	
	LEANDER ISD	888	64	7.2	36	56.3	113	60	53.1	
	LIBERTY HILL ISD	124	20	16.1	8	40.0	29	10	34.5	
	ROUND ROCK ISD	2,840	773	27.2	594	76.8	1,794	1,272	70.9	
	TAYLOR ISD	255	31	12.2	11	35.5	39	13	33.3	
	THRALL ISD	57	.	.	.	.	.	.	.	NONE TESTED
WILSON	FLORESVILLE ISD	336	23	6.8	13	56.5	34	21	61.8	
	LA VERNIA ISD	211	27	12.8	20	74.1	32	23	71.9	
	POTH ISD	97	.	.	.	.	.	.	.	NONE TESTED
	STOCKDALE ISD	86	.	.	.	.	.	.	.	NONE TESTED
WINKLER	KERMIT ISD	137	30	21.9	8	26.7	33	8	24.2	
	WINK-LOVING ISD	40	.	.	.	.	.	.	.	< 5-MASKED+
WISE	ALVORD ISD	52	6	11.5	.	.	.	.	.	< 5-MASKED+
	BOYD ISD	120	9	7.5	.	.	.	.	.	< 5-MASKED+
	BRIDGEPORT ISD	213	6	2.8	.	.	.	.	.	< 5-MASKED*
	CHICO ISD	70	.	.	.	.	.	.	.	NONE TESTED
	DECATUR ISD	220	9	10.6	.	.	.	.	.	< 5-MASKED+
	PARADISE ISD	85	.	.	.	.	.	.	.	NONE TESTED
	SLIDELL ISD	22	.	.	.	.	.	.	.	NONE TESTED
WOOD	ALBA-GOLDEN ISD	74	.	.	.	.	.	.	.	< 5-MASKED*
	HAWKINS ISD	98	.	.	.	.	.	.	.	
	MINEOLA ISD	186	11	5.9	7	63.6	18	11	61.1	
	QUITMAN ISD	145	21	14.5	7	33.3	32	12	37.5	< 5-MASKED*
	WINNSBORO ISD	151	.	.	.	.	.	.	.	NONE TESTED
	YANTIS ISD	40	.	.	.	.	.	.	.	NONE TESTED
YOAKUM	DENVER CITY ISD	210	.	.	.	.	.	.	.	< 5-MASKED*
	PLAINS ISD	65	.	.	.	.	.	.	.	
YOUNG	GRAHAM ISD	329	10	3.0	5	50.0	10	5	50.0	NONE TESTED
	NEWCASTLE ISD	20	.	.	.	.	.	.	.	NONE TESTED
	OLNEY ISD	106	.	.	.	.	.	.	.	< 5-MASKED+
ZAPATA	ZAPATA COUNTY IS	313	11	3.5	.	.	.	.	.	NONE TESTED
ZAVALA	CRYSTAL CITY ISD	166	.	.	.	.	.	.	.	NONE TESTED
	LA PRYOR ISD	64	.	.	.	.	.	.	.	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 3,4,OR 5 ARE MASKED.

TABLE B-2
1997 TEXAS IB EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE IB	% OF STUDENTS TAKING AT LEAST ONE IB	# OF EXAMINEES WITH AT LEAST ONE SCORE >=4	% OF EXAMINEES WITH AT LEAST ONE SCORE >=4	# OF TOTAL EXAMS	# OF EXAM SCORES >=4	% OF EXAM SCORES >=4	***NOTE****
BELL	TEMPLE ISD	730	33	4.5	29	87.9	54	43	79.6	
BEXAR	JUDSON ISD	1,538	16	1.0	14	87.5	36	27	75.0	
COLLIN	PLANO ISD	4,584	81	1.8	80	98.8	184	171	92.9	
DALLAS	GARLAND ISD	4,296	149	3.5	145	97.3	376	323	85.9	
HARRIS	HOUSTON ISD	17,036	231	1.4	202	87.5	526	422	80.2	
SMITH	TYLER ISD	1,716	19	1.1	16	84.2	51	32	62.8	
TARRANT	FORT WORTH ISD	6,232	42	0.7	.	.	.	.	.	< 5-MASKED+
TRAVIS	AUSTIN ISD	6,040	38	0.6	36	94.7	110	96	87.3	
WILLIAMSON	ROUND ROCK ISD	2,840	10	0.4	9	90.0	12	10	83.3	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED (SEE PAGE 39 ABOUT TABLE NOTES).
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 SCORES OF 4,5,6,OR 7 ARE MASKED.
SOME OF THE EXAMINATION SCORES WERE PENDING AS OF SEPTEMBER 3, 1997.

Appendix C
1997 Texas AP and IB Results by District Analyze Categories

Notes About Tables in Appendix C

Results and Notes Listed in Tables

Tables C-1 and C-3 present AP program statistics and Table C-2 presents IB statistics when the district data are aggregated into 25 types of groupings of districts with similar characteristics as defined in the Glossary and by TEA's ANALYZE program. From these, results start with district enrollment groupings and end with groupings of the district percentage of teachers with an advanced degree. Table C-1 shows the number and percentage of districts with and without AP examination participation by each of the 25 types of groupings of district characteristics, while Table C-2 shows how the nine districts with IB examination participation are distributed across the 25 types of district ANALYZE groupings. In Table C-3, these groupings allow examination of, by the various district characteristics, the percentage of 11th- and 12th-graders taking at least one AP examination and the percentages of both examinees and examinations with scores of 3-5.

Sources of Data for Tables

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 34,075 students who took one or more AP examinations in May 1997. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 685 Texas students who took IB examinations in May 1997. District results included 32,071 AP examinees and 619 IB examinees with valid scores who were 11th- and 12th-graders enrolled in Texas public high schools in 1996-97. Some of the IB examination scores were pending in one district as of September 3, 1997. Data on enrollment for students who were ***not*** receiving special education services and their grade levels were obtained from TEA's Public Education Information Management System (PEIMS). When grade level on an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE C-1
1997 TEXAS AP EXAMINATION PARTICIPATION BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITHOUT AP	% OF DISTRICTS WITHOUT AP
ENROLLMENT GROUPINGS					
9	OVER 50,000	9	100.00	0	0.00
24	25,000 TO 49,999	24	100.00	0	0.00
46	10,000 TO 24,999	46	100.00	0	0.00
66	5,000 TO 9,999	65	98.48	1	1.52
82	3,000 TO 4,999	70	85.37	12	14.63
134	1,600 TO 2,999	94	70.15	40	29.85
119	1,000 TO 1,599	79	66.39	40	33.61
207	500 TO 999	92	44.44	115	55.56
293	UNDER 500	44	15.02	249	84.98
DISTRICT TYPE					
9	MAJOR URBAN	9	100.00	0	0.00
62	MAJOR SUBURBAN	59	95.16	3	4.84
33	OTHER CENTRAL CITY	32	96.97	1	3.03
87	OTHER CC SUBURBAN	70	80.46	17	19.54
78	INDEPENDENT TOWN	67	85.90	11	14.10
124	NON-METRO FAST GROWING	66	53.23	58	46.77
214	NON-METRO STABLE	141	65.89	73	34.11
365	RURAL	79	21.64	286	78.36
8	CHARTERS	0	0.00	8	100.00
WEALTH (MEDIAN=$129,125)					
100	UNDER $67,909	53	53.00	47	47.00
99	$67,909 TO $81,785	51	51.52	48	48.48
99	$81,786 TO $94,881	42	42.42	57	57.58
102	$94,882 TO $111,893	46	45.10	56	54.90
99	$111,894 TO $129,124	55	55.56	44	44.44
99	$129,125 TO $150,310	67	67.68	32	32.32
100	$150,311 TO $177,188	56	56.00	44	44.00
95	$177,189 TO $229,791	62	65.26	33	34.74
91	$229,792 TO $364,349	52	57.14	39	42.86
82	OVER $364,349	35	42.68	47	57.32
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
WEALTH (ST AVG=$173,038)					
686	UNDER $173,038	359	52.33	327	47.67
280	OVER $173,038	160	57.14	120	42.86
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
WEALTH BY EQUAL PUPILS PER GROUP					
34	UNDER $47,076	25	73.53	9	26.47
72	$47,076 TO < $69,080	31	43.06	41	56.94
88	$69,080 TO < $81,147	45	51.14	43	48.86
97	$81,147 TO < $93,780	42	43.30	55	56.70
89	$93,780 TO < $107,286	35	39.33	54	60.67
53	$107,286 TO < $117,248	28	52.83	25	47.17
30	$117,248 TO < $122,972	20	66.67	10	33.33
56	$122,972 TO < $133,919	34	60.71	22	39.29
46	$133,919 TO < $141,432	30	65.22	16	34.78
23	$141,432 TO < $148,599	16	69.57	7	30.43
33	$148,599 TO < $155,011	20	60.61	13	39.39
55	$155,011 TO < $168,791	27	49.09	28	50.91
56	$168,791 TO < $192,549	37	66.07	19	33.93
32	$192,549 TO < $212,268	21	65.63	11	34.38
14	$212,268 TO < $218,540	12	85.71	2	14.29
29	$218,540 TO < $245,344	17	58.62	12	41.38
9	$245,344 TO < $251,776	6	66.67	3	33.33
46	$251,776 TO < $310,750	29	63.04	17	36.96
25	$310,750 TO < $370,220	10	40.00	15	60.00
79	$370,220 AND OVER	34	43.04	45	56.96
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
TOTAL TAX EFFORT (ST AVG=$1.4975)					
221	UNDER $1.3576	95	42.99	126	57.01
249	$1.3576 TO UNDER $1.4699	127	51.00	122	49.00
250	$1.4699 TO UNDER $1.5720	136	54.40	114	45.60
246	$1.5720 AND OVER	161	65.45	85	34.55
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
M&O EFF. TAX EFFORT (ST AVG=$1.3125)					
242	UNDER $1.1888	138	57.02	104	42.98
239	$1.1888 TO $1.3057	132	55.23	107	44.77
249	$1.3058 TO $1.4303	143	57.43	106	42.57
236	$1.4304 AND OVER	106	44.92	130	55.08
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
980	STATE TOTAL	523	53.37	457	46.63

TABLE C-1
1997 TEXAS AP EXAMINATION PARTICIPATION BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITHOUT AP	% OF DISTRICTS WITHOUT AP
HIGHEST PROPERTY VALUE CATEGORY					
345	RESIDENTIAL	254	73.62	91	26.38
306	LAND	92	30.07	214	69.93
110	OIL AND GAS	40	36.36	70	63.64
205	BUSINESS	133	64.88	72	35.12
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
SMALL/SPARSE ADJSTMNT (ST AVG=24.0%)					
146	NO SMALL/SPARSE ADJUSTMENT	134	91.78	12	8.22
226	UNDER 8.1%	176	77.88	50	22.12
221	8.1% TO UNDER 26.9%	117	52.94	104	47.06
217	26.9% TO UNDER 35.8%	59	27.19	158	72.81
170	35.8% AND OVER	37	21.76	133	78.24
CEI LEVEL (MEDIAN=1.07)					
159	UNDER 1.05	47	29.56	112	70.44
248	1.05 TO UNDER 1.07	108	43.55	140	56.45
221	1.07 TO UNDER 1.09	104	47.06	117	52.94
142	1.09 TO 1.11	85	59.86	57	40.14
210	1.11 AND OVER	179	85.24	31	14.76
OPERATING COST/PUPIL (ST AVG=$4,717)					
195	UNDER $4,459	139	71.28	56	28.72
206	$4,459 TO $4,856	146	70.87	60	29.13
201	$4,857 TO $5,283	123	61.19	78	38.81
196	$5,284 TO $6,025	72	36.73	124	63.27
182	OVER $6,025	43	23.63	139	76.37
ESC REGION					
36	I EDINBURG	29	80.56	7	19.44
36	II CORPUS CHRISTI	20	55.56	16	44.44
33	III VICTORIA	22	66.67	11	33.33
54	IV HOUSTON	46	85.19	8	14.81
29	V BEAUMONT	16	55.17	13	44.83
53	VI HUNTSVILLE	23	43.40	30	56.60
93	VII KILGORE	36	38.71	57	61.29
41	VIII MT PLEASANT	17	41.46	24	58.54
38	IX WICHITA FALLS	12	31.58	26	68.42
78	X RICHARDSON	45	57.69	33	42.31
69	XI FORT WORTH	44	63.77	25	36.23
71	XII WACO	31	43.66	40	56.34
54	XIII AUSTIN	43	79.63	11	20.37
43	XIV ABILENE	19	44.19	24	55.81
40	XV SAN ANGELO	18	45.00	22	55.00
57	XVI AMARILLO	25	43.86	32	56.14
60	XVII LUBBOCK	22	36.67	38	63.33
32	XVIII MIDLAND	16	50.00	16	50.00
12	XIX EL PASO	8	66.67	4	33.33
51	XX SAN ANTONIO	31	60.78	20	39.22
TAAS: PCT PASSING ALL TESTS TAKEN					
0	NO STUDENTS TESTED	0	0.00	0	0.00
195	UNDER 67.4%	97	49.74	98	50.26
206	67.4% TO UNDER 74.2%	108	52.43	98	47.57
198	74.3% TO UNDER 79.0%	106	53.54	92	46.46
199	79.1% TO UNDER 84.4%	115	57.79	84	42.21
182	84.4% AND OVER	97	53.30	85	46.70
SAT/ACT: PCT TAKING					
256	0% TO UNDER 55%	112	43.75	144	56.25
346	55% TO UNDER 70%	219	63.29	127	36.71
364	70% AND OVER	191	52.47	173	47.53
14	NO GRADUATES	1	7.14	13	92.86
SAT/ACT: PCT AT OR ABOVE CRITERION					
96	NONE MET CRITERION	14	14.58	82	85.42
106	UNDER 10%	59	55.66	47	44.34
274	10% TO UNDER 20%	144	52.55	130	47.45
382	20% TO UNDER 35%	238	62.30	144	37.70
106	35% AND OVER	68	64.15	38	35.85
12	NO GRADUATES	0	0.00	12	100.00
980	STATE TOTAL	523	53.37	457	46.63

TABLE C-1
1997 TEXAS AP EXAMINATION PARTICIPATION BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITHOUT AP	% OF DISTRICTS WITHOUT AP
DENSITY (ST AVG=14.10 PUPILS/SQ MI)					
447	FEWER THAN 5	154	34.45	293	65.55
290	5 TO FEWER THAN 20	164	56.55	126	43.45
124	20 TO FEWER THAN 100	100	80.65	24	19.35
105	100 AND OVER	101	96.19	4	3.81
14	NON-TAXING DISTRICTS	4	28.57	10	71.43
PUPIL CHG:95/96-96/97 (ST AVG=2.37%)					
291	DECLINING PUPILS	135	46.39	156	53.61
324	0% TO UNDER 3%	208	64.20	116	35.80
193	3% TO UNDER 6%	105	54.40	88	45.60
107	6% TO UNDER 10%	55	51.40	52	48.60
65	10% AND OVER	20	30.77	45	69.23
PCT AFRICAN AM PUPILS (ST AVG=14.3%)					
569	UNDER 5%	289	50.79	280	49.21
142	5% TO UNDER 10%	84	59.15	58	40.85
135	10% TO UNDER 20%	80	59.26	55	40.74
64	20% TO UNDER 30%	33	51.56	31	48.44
53	30% TO UNDER 50%	31	58.49	22	41.51
17	50% AND OVER	6	35.29	11	64.71
PCT HISPANIC PUPILS (ST AVG=37.4%)					
197	UNDER 5%	76	38.58	121	61.42
153	5% TO UNDER 10%	86	56.21	67	43.79
200	10% TO UNDER 20%	117	58.50	83	41.50
92	20% TO UNDER 30%	51	55.43	41	44.57
152	30% TO UNDER 50%	84	55.26	68	44.74
186	50% AND OVER	109	58.60	77	41.40
PCT MINORITY PUPILS (ST AVG=54.4%)					
55	UNDER 5%	21	38.18	34	61.82
113	5% TO UNDER 10%	52	46.02	61	53.98
179	10% TO UNDER 20%	91	50.84	88	49.16
142	20% TO UNDER 30%	71	50.00	71	50.00
218	30% TO UNDER 50%	123	56.42	95	43.58
273	50% AND OVER	165	60.44	108	39.56
PCT ECON DISADV (ST AVG=48.09%)					
79	UNDER 20%	59	74.68	20	25.32
106	20% TO UNDER 30%	63	59.43	43	40.57
171	30% TO UNDER 40%	91	53.22	80	46.78
404	40% TO UNDER 60%	218	53.96	186	46.04
164	60% TO UNDER 80%	61	37.20	103	62.80
56	80% AND OVER	31	55.36	25	44.64
AVG. TEACHER EXPER (ST AVG=11.7 YRS)					
223	UNDER 10.3 YEARS	104	46.64	119	53.36
248	10.3 TO UNDER 11.7 YEARS	149	60.08	99	39.92
258	11.7 TO UNDER 13.1 YEARS	153	59.30	105	40.70
251	13.1 YEARS AND OVER	117	46.61	134	53.39
AVG. TEACHER SALARY (ST AVG=$32,426)					
223	UNDER $29,392	73	32.74	150	67.26
250	$29,392 TO UNDER $30,603	130	52.00	120	48.00
254	$30,603 TO UNDER $32,078	149	58.66	105	41.34
253	$32,078 AND OVER	171	67.59	82	32.41
PCT MINORITY TCHRS (ST AVG=24.4%)					
483	UNDER 5%	222	45.96	261	54.04
212	5% TO UNDER 10%	112	52.83	100	47.17
144	10% TO UNDER 20%	96	66.67	48	33.33
36	20% TO UNDER 30%	20	55.56	16	44.44
39	30% TO UNDER 50%	28	71.79	11	28.21
66	50% AND OVER	45	68.18	21	31.82
% TCHRS W ADV DEGREE (ST AVG=27.0%)					
232	UNDER 13.8%	91	39.22	141	60.78
257	13.8% TO UNDER 20.3%	142	55.25	115	44.75
252	20.3% TO UNDER 27.9%	151	59.92	101	40.08
239	27.9% AND OVER	139	58.16	100	41.84
980	STATE TOTAL	523	53.37	457	46.63

TABLE C-2
1997 TEXAS IB EXAMINATION PARTICIPATION BY DISTRICT ANALYZE CATEGORY
(INCLUDES ONLY DISTRICTS WITH IB EXAMINEES)

NBR DIST	CATEGORY
	ENROLLMENT GROUPINGS
3	OVER 50,000
3	25,000 TO 49,999
2	10,000 TO 24,999
1	5,000 TO 9,999
0	3,000 TO 4,999
0	1,600 TO 2,999
0	1,000 TO 1,599
0	500 TO 999
0	UNDER 500
	DISTRICT TYPE
3	MAJOR URBAN
3	MAJOR SUBURBAN
2	OTHER CENTRAL CITY
1	OTHER CC SUBURBAN
0	INDEPENDENT TOWN
0	NON-METRO FAST GROWING
0	NON-METRO STABLE
0	RURAL
0	CHARTERS
	WEALTH (MEDIAN=$129,125)
0	UNDER $67,909
0	$67,909 TO $81,785
0	$81,786 TO $94,881
0	$94,882 TO $111,893
0	$111,894 TO $129,124
3	$129,125 TO $150,310
0	$150,311 TO $177,188
4	$177,189 TO $229,791
2	$229,792 TO $364,349
0	OVER $364,349
0	NON-TAXING DISTRICTS
	WEALTH (ST AVG=$173,038)
3	UNDER $173,038
6	OVER $173,038
0	NON-TAXING DISTRICTS
	WEALTH BY EQUAL PUPILS PER GROUP
0	UNDER $47,076
0	$47,076 TO < $69,080
0	$69,080 TO < $81,147
0	$81,147 TO < $93,780
0	$93,780 TO < $107,286
0	$107,286 TO < $117,248
0	$117,248 TO < $122,972
0	$122,972 TO < $133,919
1	$133,919 TO < $141,432
2	$141,432 TO < $148,599
0	$148,599 TO < $155,011
0	$155,011 TO < $168,791
1	$168,791 TO < $192,549
1	$192,549 TO < $212,268
1	$212,268 TO < $218,540
1	$218,540 TO < $245,344
0	$245,344 TO < $251,776
0	$251,776 TO < $310,750
2	$310,750 TO < $370,220
0	$370,220 AND OVER
0	NON-TAXING DISTRICTS
	TOTAL TAX EFFORT (ST AVG=$1.4975)
2	UNDER $1.3576
1	$1.3576 TO UNDER $1.4699
4	$1.4699 TO UNDER $1.5720
2	$1.5720 AND OVER
0	NON-TAXING DISTRICTS
	M&O EFF. TAX EFFORT (ST AVG=$1.3125)
3	UNDER $1.1888
2	$1.1888 TO $1.3057
3	$1.3058 TO $1.4303
1	$1.4304 AND OVER
0	NON-TAXING DISTRICTS
9	STATE TOTAL

NBR DIST	CATEGORY
	HIGHEST PROPERTY VALUE CATEGORY
7	RESIDENTIAL
0	LAND
0	OIL AND GAS
2	BUSINESS
0	NON-TAXING DISTRICTS
	SMALL/SPARSE ADJSTMNT (ST AVG=24.0%)
9	NO SMALL/SPARSE ADJUSTMENT
0	UNDER 8.1%
0	8.1% TO UNDER 26.9%
0	26.9% TO UNDER 35.8%
0	35.8% AND OVER
	CEI LEVEL (MEDIAN=1.07)
0	UNDER 1.05
0	1.05 TO UNDER 1.07
0	1.07 TO UNDER 1.09
3	1.09 TO 1.11
6	1.11 AND OVER
	OPERATING COST/PUPIL (ST AVG=$4,717)
3	UNDER $4,459
4	$4,459 TO $4,856
2	$4,857 TO $5,283
0	$5,284 TO $6,025
0	OVER $6,025
	ESC REGION
0	I EDINBURG
0	II CORPUS CHRISTI
0	III VICTORIA
1	IV HOUSTON
0	V BEAUMONT
0	VI HUNTSVILLE
1	VII KILGORE
0	VIII MT PLEASANT
0	IX WICHITA FALLS
2	X RICHARDSON
1	XI FORT WORTH
1	XII WACO
2	XIII AUSTIN
0	XIV ABILENE
0	XV SAN ANGELO
0	XVI AMARILLO
0	XVII LUBBOCK
0	XVIII MIDLAND
0	XIX EL PASO
1	XX SAN ANTONIO
	TAAS: PCT PASSING ALL TESTS TAKEN
0	NO STUDENTS TESTED
4	UNDER 67.4%
1	67.4% TO UNDER 74.2%
1	74.3% TO UNDER 79.0%
1	79.1% TO UNDER 84.4%
2	84.4% AND OVER
	SAT/ACT: PCT TAKING
1	0% TO UNDER 55%
5	55% TO UNDER 70%
3	70% AND OVER
0	NO GRADUATES
	SAT/ACT: PCT AT OR ABOVE CRITERION
0	NONE MET CRITERION
0	UNDER 10%
0	10% TO UNDER 20%
6	20% TO UNDER 35%
3	35% AND OVER
0	NO GRADUATES
9	STATE TOTAL

TABLE C-2
1997 TEXAS IB EXAMINATION PARTICIPATION BY DISTRICT ANALYZE CATEGORY
(INCLUDES ONLY DISTRICTS WITH IB EXAMINEES)

NBR DIST	CATEGORY
	DENSITY (ST AVG=14.10 PUPILS/SQ MI)
0	FEWER THAN 5
0	5 TO FEWER THAN 20
1	20 TO FEWER THAN 100
8	100 AND OVER
0	NON-TAXING DISTRICTS
	PUPIL CHG 95/96-96/97 (ST AVG=2.37%)
2	DECLINING PUPILS
4	0% TO UNDER 3%
2	3% TO UNDER 6%
1	6% TO UNDER 10%
0	10% AND OVER
	PCT AFRICAN AM PUPILS (ST AVG=14.3%)
0	UNDER 5%
2	5% TO UNDER 10%
2	10% TO UNDER 20%
2	20% TO UNDER 30%
3	30% TO UNDER 50%
0	50% AND OVER
	PCT HISPANIC PUPILS (ST AVG=37.4%)
0	UNDER 5%
1	5% TO UNDER 10%
1	10% TO UNDER 20%
3	20% TO UNDER 30%
3	30% TO UNDER 50%
1	50% AND OVER
	PCT MINORITY PUPILS (ST AVG=54.4%)
0	UNDER 5%
0	5% TO UNDER 10%
0	10% TO UNDER 20%
2	20% TO UNDER 30%
2	30% TO UNDER 50%
5	50% AND OVER
	PCT ECON DISADV (ST AVG=48.09%)
1	UNDER 20%
2	20% TO UNDER 30%
1	30% TO UNDER 40%
4	40% TO UNDER 60%
1	60% TO UNDER 80%
0	80% AND OVER
	AVG. TEACHER EXPER (ST AVG=11.7 YRS)
0	UNDER 10.3 YEARS
3	10.3 TO UNDER 11.7 YEARS
5	11.7 TO UNDER 13.1 YEARS
1	13.1 YEARS AND OVER
	AVG. TEACHER SALARY (ST AVG=$32,426)
0	UNDER $29,392
1	$29,392 TO UNDER $30,603
1	$30,603 TO UNDER $32,078
7	$32,078 AND OVER
	PCT MINORITY TCHRS (ST AVG=24.4%)
0	UNDER 5%
2	5% TO UNDER 10%
3	10% TO UNDER 20%
1	20% TO UNDER 30%
2	30% TO UNDER 50%
1	50% AND OVER
	% TCHRS W ADV DEGREE (ST AVG=27.0%)
0	UNDER 13.8%
1	13.8% TO UNDER 20.3%
0	20.3% TO UNDER 27.9%
8	27.9% AND OVER
9	STATE TOTAL

TABLE C-3
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
	ENROLLMENT GROUPINGS			
9	OVER 50,000	9.8416	60.2	55.7
24	25,000 TO 49,999	11.0797	71.6	68.3
46	10,000 TO 24,999	8.1443	62.8	58.5
66	5,000 TO 9,999	9.2207	62.9	59.1
82	3,000 TO 4,999	7.0513	50.3	48.0
134	1,600 TO 2,999	5.5772	47.3	43.0
119	1,000 TO 1,599	5.2982	41.3	37.5
207	500 TO 999	4.4597	36.7	34.6
293	UNDER 500	2.3869	31.5	28.4
	DISTRICT TYPE			
9	MAJOR URBAN	9.3334	55.2	50.6
62	MAJOR SUBURBAN	11.7181	70.5	66.8
33	OTHER CENTRAL CITY	8.8006	67.9	64.5
87	OTHER CC SUBURBAN	5.7308	54.2	53.1
78	INDEPENDENT TOWN	5.9121	53.3	48.9
124	NON-METRO FAST GROWING	9.2428	50.6	46.3
214	NON-METRO STABLE	5.0866	42.0	38.6
365	RURAL	3.0485	35.2	31.4
8	CHARTERS	0.0000	0.0	0.0
	WEALTH (MEDIAN=$129,125)			
100	UNDER $67,909	4.7169	43.2	39.0
99	$67,909 TO $81,785	5.9631	44.8	38.0
99	$81,786 TO $94,881	5.4564	41.2	37.2
102	$94,882 TO $111,893	5.0823	56.5	53.3
99	$111,894 TO $129,124	6.7091	56.5	51.0
99	$129,125 TO $150,310	7.8913	56.5	52.3
100	$150,311 TO $177,188	8.7399	69.1	65.5
95	$177,189 TO $229,791	8.9647	71.8	69.3
91	$229,792 TO $364,349	13.1779	64.0	61.0
82	OVER $364,349	15.1336	67.2	63.8
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
	WEALTH (ST AVG=$173,038)			
686	UNDER $173,038	6.6816	56.0	52.3
280	OVER $173,038	11.4168	67.1	64.1
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
	WEALTH BY EQUAL PUPILS PER GROUP			
34	UNDER $47,076	5.0485	40.0	35.8
72	$47,076 TO < $69,080	4.4437	46.7	42.4
88	$69,080 TO < $81,147	5.3989	48.5	41.5
97	$81,147 TO < $93,780	5.5384	41.0	35.9
89	$93,780 TO < $107,286	5.0376	41.0	36.8
53	$107,286 TO < $117,248	6.1016	59.6	55.2
30	$117,248 TO < $122,972	7.4396	54.2	49.0
56	$122,972 TO < $133,919	6.6403	61.5	54.8
46	$133,919 TO < $141,432	7.7566	61.6	57.9
23	$141,432 TO < $148,599	8.6262	48.8	44.7
33	$148,599 TO < $155,011	9.5126	75.1	72.2
55	$155,011 TO < $168,791	8.1178	65.2	60.3
56	$168,791 TO < $192,549	8.8771	69.6	67.8
32	$192,549 TO < $212,268	9.5709	73.7	70.4
14	$212,268 TO < $218,540	6.1414	65.9	64.6
29	$218,540 TO < $245,344	11.7986	68.5	64.7
9	$245,344 TO < $251,776	10.8002	41.1	37.4
46	$251,776 TO < $310,750	10.8850	65.8	66.5
25	$310,750 TO < $370,220	19.3541	74.6	69.3
79	$370,220 AND OVER	15.3142	66.6	63.3
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
	TOTAL TAX EFFORT (ST AVG=$1.4975)			
221	UNDER $1.3576	7.3712	59.7	55.9
249	$1.3576 TO UNDER $1.4699	7.2011	54.0	49.7
250	$1.4699 TO UNDER $1.5720	8.7146	64.4	61.8
246	$1.5720 AND OVER	9.4442	63.7	61.4
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
	M&O EFF. TAX EFFORT (ST AVG=$1.3125)			
242	UNDER $1.1888	8.0053	54.1	49.0
239	$1.1888 TO $1.3057	6.8756	67.1	63.2
249	$1.3058 TO $1.4303	10.0488	61.0	58.7
236	$1.4304 AND OVER	8.2929	64.0	62.6
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
980	STATE TOTAL	8.5005	61.7	58.7

TABLE C-3
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
HIGHEST PROPERTY VALUE CATEGORY				
345	RESIDENTIAL	9.6294	65.9	62.5
306	LAND	3.6677	37.0	35.6
110	OIL AND GAS	4.7243	33.2	30.5
205	BUSINESS	7.0500	52.6	49.2
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
SMALL/SPARSE ADJSTMNT (ST AVG=24.0%)				
146	NO SMALL/SPARSE ADJUSTMENT	9.7153	65.6	61.9
226	UNDER 8.1%	6.4732	48.7	45.4
221	8.1% TO UNDER 26.9%	4.8153	39.6	35.7
217	26.9% TO UNDER 35.8%	3.4183	36.4	36.1
170	35.8% AND OVER	4.2712	38.7	35.3
CEI LEVEL (MEDIAN=1.07)				
159	UNDER 1.05	3.1113	36.2	36.3
248	1.05 TO UNDER 1.07	4.9163	48.9	44.2
221	1.07 TO UNDER 1.09	4.8212	56.0	54.4
142	1.09 TO 1.11	9.7167	60.3	56.4
210	1.11 AND OVER	9.3724	63.4	60.3
OPERATING COST/PUPIL (ST AVG=$4,717)				
195	UNDER $4,459	8.7925	63.3	59.4
206	$4,459 TO $4,856	7.7708	59.8	56.5
201	$4,857 TO $5,283	10.1182	67.8	65.2
196	$5,284 TO $6,025	6.3834	34.1	30.1
182	OVER $6,025	6.1342	44.2	37.9
ESC REGION				
36	I EDINBURG	6.8536	51.2	43.8
36	II CORPUS CHRISTI	5.3812	54.2	52.2
33	III VICTORIA	5.5731	41.2	41.2
54	IV HOUSTON	9.1991	71.2	68.9
29	V BEAUMONT	3.2972	51.2	51.4
53	VI HUNTSVILLE	6.9793	72.1	72.0
93	VII KILGORE	4.3656	60.7	59.9
41	VIII MT PLEASANT	4.1103	51.7	48.3
38	IX WICHITA FALLS	6.0461	56.2	53.8
78	X RICHARDSON	12.9520	61.5	58.2
69	XI FORT WORTH	9.2110	61.9	57.8
71	XII WACO	4.0736	58.3	53.8
54	XIII AUSTIN	16.2914	64.8	60.3
43	XIV ABILENE	7.5587	57.3	54.8
40	XV SAN ANGELO	5.1036	58.0	55.2
57	XVI AMARILLO	6.7092	45.0	42.2
60	XVII LUBBOCK	5.1862	46.4	42.2
32	XVIII MIDLAND	4.9584	48.3	46.7
12	XIX EL PASO	6.9380	45.9	41.2
51	XX SAN ANTONIO	7.6646	58.7	53.7
TAAS: PCT PASSING ALL TESTS TAKEN				
0	NO STUDENTS TESTED	0.0000	0.0	0.0
195	UNDER 67.4%	7.6104	49.7	45.8
206	67.4% TO UNDER 74.2%	6.1079	57.6	53.4
198	74.3% TO UNDER 79.0%	7.5855	62.2	58.5
199	79.1% TO UNDER 84.4%	9.6432	67.6	65.0
182	84.4% AND OVER	14.2395	72.1	69.6
SAT/ACT: PCT TAKING				
256	0% TO UNDER 55%	5.8989	44.5	40.3
346	55% TO UNDER 70%	7.8390	59.5	55.5
364	70% AND OVER	11.4919	70.3	67.9
14	NO GRADUATES	3.2397	48.3	41.3
SAT/ACT: PCT AT OR ABOVE CRITERION				
96	NONE MET CRITERION	2.8531	42.1	34.6
106	UNDER 10%	5.9513	39.1	33.7
274	10% TO UNDER 20%	6.1322	42.5	37.9
382	20% TO UNDER 35%	7.1721	58.8	54.7
106	35% AND OVER	14.6476	75.5	71.4
12	NO GRADUATES	0.0000	0.0	0.0
980	STATE TOTAL	8.5005	61.7	58.7

TABLE C-3
1997 TEXAS AP EXAMINATION RESULTS BY DISTRICT ANALYZE CATEGORIES

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
DENSITY (ST AVG=14.10 PUPILS/SQ MI)				
447	FEWER THAN 5	5.2328	38.3	34.6
290	5 TO FEWER THAN 20	5.1214	48.6	46.1
124	20 TO FEWER THAN 100	6.9621	60.4	56.3
105	100 AND OVER	10.2972	65.4	61.9
14	NON-TAXING DISTRICTS	14.1100	58.5	46.4
PUPIL CHG:95/96-96/97 (ST AVG=2.37%)				
291	DECLINING PUPILS	5.7387	51.6	49.0
324	0% TO UNDER 3%	7.6145	59.9	56.8
193	3% TO UNDER 6%	10.3886	63.3	59.2
107	6% TO UNDER 10%	12.9393	68.0	66.1
65	10% AND OVER	12.7032	77.4	74.5
PCT AFRICAN AM PUPILS (ST AVG=14.3%)				
569	UNDER 5%	7.3723	55.4	52.2
142	5% TO UNDER 10%	10.2156	71.5	69.4
135	10% TO UNDER 20%	9.9224	60.2	56.0
64	20% TO UNDER 30%	8.1839	74.8	71.6
53	30% TO UNDER 50%	7.4033	55.6	50.3
17	50% AND OVER	5.4351	36.8	40.1
PCT HISPANIC PUPILS (ST AVG=37.4%)				
197	UNDER 5%	6.4186	60.8	61.5
153	5% TO UNDER 10%	11.1639	67.4	65.9
200	10% TO UNDER 20%	9.6012	72.0	68.8
92	20% TO UNDER 30%	9.2380	58.3	54.0
152	30% TO UNDER 50%	8.9809	55.9	51.5
186	50% AND OVER	6.4795	52.5	48.5
PCT MINORITY PUPILS (ST AVG=54.4%)				
55	UNDER 5%	9.8441	67.2	67.3
113	5% TO UNDER 10%	7.3397	57.1	56.8
179	10% TO UNDER 20%	8.0569	60.2	56.7
142	20% TO UNDER 30%	11.2869	74.2	72.3
218	30% TO UNDER 50%	8.7601	64.0	60.3
273	50% AND OVER	7.7958	56.2	52.4
PCT ECON DISADV (ST AVG=48.09%)				
79	UNDER 20%	13.6859	75.7	72.5
106	20% TO UNDER 30%	12.0407	66.5	63.5
171	30% TO UNDER 40%	6.8816	61.7	57.8
404	40% TO UNDER 60%	7.2761	57.9	54.6
164	60% TO UNDER 80%	6.4848	48.3	44.2
56	80% AND OVER	6.4152	45.5	39.0
AVG. TEACHER EXPER (ST AVG=11.7 YRS)				
223	UNDER 10.3 YEARS	7.4737	56.6	52.4
248	10.3 TO UNDER 11.7 YEARS	8.7414	61.2	58.8
258	11.7 TO UNDER 13.1 YEARS	9.3227	66.9	63.7
251	13.1 YEARS AND OVER	7.3967	54.6	51.2
AVG. TEACHER SALARY (ST AVG=$32,426)				
223	UNDER $29,392	3.7142	35.8	33.8
250	$29,392 TO UNDER $30,603	5.4818	48.2	45.5
254	$30,603 TO UNDER $32,078	7.5937	60.0	57.7
253	$32,078 AND OVER	9.9185	64.6	60.9
PCT MINORITY TCHRS (ST AVG=24.4%)				
483	UNDER 5%	7.5332	58.2	56.7
212	5% TO UNDER 10%	10.7898	71.9	69.4
144	10% TO UNDER 20%	8.0384	61.1	57.3
36	20% TO UNDER 30%	8.5152	72.1	67.5
39	30% TO UNDER 50%	9.9536	56.4	51.5
66	50% AND OVER	6.7815	46.9	42.5
% TCHRS W ADV DEGREE (ST AVG=27.0%)				
232	UNDER 13.8%	6.8706	45.0	39.6
257	13.8% TO UNDER 20.3%	5.4161	46.3	41.9
252	20.3% TO UNDER 27.9%	7.7559	64.8	62.0
239	27.9% AND OVER	10.5436	64.8	61.5
980	STATE TOTAL	8.5005	61.7	58.7

GLOSSARY OF 1996-97
ANALYZE CATEGORY DESCRIPTIONS

Texas Education Agency
1996-97 Analyze Category Descriptions
(In Order of Appearance in Tables C-1 Through C-3)

Enrollment Groupings

A nine-category grouping based on the total number of students enrolled by district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). Enrollment excludes students who are served but not enrolled by districts.

District Type

Besides the separate charter school district category, classification of school districts based on factors such as size, growth rates, and proximity to urban areas follows:

Major Urban. The state's largest metropolitan districts serving the Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso areas.

Major Suburban. Other districts in and around the major urban areas.

Other Central City. Major districts in other large Texas cities.

Other Central City Suburban. Other districts in and around the other large, but not major, Texas cities.

Independent Town. Largest districts in counties with populations of 25,000 to 100,000, or the number of students enrolled is greater than 75 percent of the largest district.

Non-Metro: Fast Growing. Districts not fitting in any of above categories but exhibiting a five-year growth rate of at least 20 percent with at least 300 students enrolled.

Non-Metro: Stable. Districts not fitting any of above categories but with an enrollment exceeding the state median.

Rural. Districts not fitting any of above categories; districts either with an enrollment between 300 and the state median and a growth rate less than 20 percent, or with an enrollment less than 300.

Charter Schools. The 16 open-enrollment schools chartered by the State Board of Education for operation during 1996-97. Charter schools operate in a commercial or nonprofit entity facility or in a school district.

Property Wealth

Total taxable property value divided by enrollment, which indicates district ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year—i.e., 1996, as determined by the Comptroller's Property Tax Division (CPTD). Enrollment is for the 1996-97 school year. The first wealth grouping shows 10 categories; the second simply shows districts above and below state average wealth; the third is a 20-category grouping with each category representing about five percent of the state's students. The six special statutory districts and charter school districts without taxable property wealth form a separate group in all three wealth groupings.

Total Tax Effort

A four-category tax effort grouping of districts defined by the total effective tax rate, which was determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. The total effective rate is the sum of the school district Maintenance and Operations (M&O) rate and the Interest and Sinking Fund standardized rate. Rates are expressed per $100 of taxable value. The six special statutory districts and charter school districts without property tax levies appear separately.

Maintenance and Operations Effective Tax Rates

A four-category tax effort grouping of districts showing the M&O effective tax rate, which was determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The M&O rate shown includes the local standardized rate and money generated by districts for equalizing wealth. The six special statutory districts and charter school districts without property tax levies appear separately.

Highest Property Value Category

A four-category CPTD classification based on property use. Thirteen CPTD categories are aggregated into four categories as follows:

Residential. Single-family, multi-family, and residential inventory.

Land. Vacant lots and rural real (taxable).

Oil and Gas. Oil, gas, and minerals.

Business. Commercial and industrial real, commercial and industrial personal, and utilities.

A district is placed into one of the four categories above that represents its greatest total property value. The six special statutory districts and charter school districts without taxable property wealth form a separate group.

Small/Sparse Adjustment

A four-category grouping of districts based on the small/sparse adjustment amount as a percent of the total adjusted basic allotment amount. A fifth category contains all districts receiving no small/sparse adjustment. This percentage represents the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts.

Cost of Education Index Level

A five-category grouping of districts based on the Cost of Education Index (CEI) level. It reflects geographic variations in costs and prices outside district control. The current index, which has a minimum value of 1.0 and maximum of 1.2, was implemented in 1991-92.

Operating Cost Per Student

A five-category grouping of districts based on operating cost per student. Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the school year expenditures divided by enrollment. The source for budgeted expenditures is the fall PEIMS submission.

Education Service Center Region

The state is divided into 20 geographic regions. Districts within each region are served by an Education Service Center, which in most cases is in the same geographic region within which the district is located.

TAAS: Percent Passing All Tests Taken

A five-category grouping of districts based on the percent passing the Texas Assessment of Academic Skills (TAAS). For Grades 3-8 and 10, the total number of students passing all sections taken of the TAAS is expressed as a percentage of the total number of students taking one or more tests. This percentage excludes special education students and third- through sixth-graders taking the test in Spanish and includes only those students in the district in October of the school year, which is the percentage used for accountability purposes. A sixth category is reserved for districts not administering the test.

SAT I/ACT Percent Taking

A three-category grouping based on the percent of 1995-96 graduates taking the SAT I and/or the ACT Assessment. A fourth category is reserved for districts that had no graduates.

SAT I/ACT Percent Scoring At or Above Criterion

A five-category grouping based on the percent of 1995-96 examinees who scored at or above the criterion (1110 on SAT I Total and/or 24 on ACT Composite) on the SAT I and/or ACT. The number meeting the criterion is divided by the number of examinees. A sixth category is reserved for districts that had no examinees.

Student Density

A four-category grouping based on density, or the number of students enrolled per square mile. District square miles were determined through a joint effort by the State Property Tax Board (SPTB, now the CPTD), the Texas Education Agency, and the Texas Water Commission (TWC). Maps provided by districts to the SPTB (now CPTD) were digitized by the TWC to determine acreage. The six special statutory districts and charter school districts without available mileage information form a separate group.

Enrollment Change from Prior Year

A five-category grouping based on the growth or decline in district student population over a one year period. Districts with declining enrollment represent one category, while remaining categories show one-year growth rates ranging from "0% to 3%" to "10% and over."

Percent African American, Hispanic, and Minority Students

Three six-category sets of groupings according to the ethnic composition of district student populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-White populations expressed as a percentage of the total. Non-White populations include American Indian or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic.

Percent Economically Disadvantaged Students

A six-category grouping according to the district percentage of enrolled students classified as economically disadvantaged on PEIMS as follows:

a) Eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;
b) From a family with annual income at/below the federal poverty line;
c) Eligible for AFDC or other public assistance;
d) Recipient of Pell Grant or comparable state need-based financial assistance program; or
e) Eligible for programs assisted under Title II of the Job Training Partnership Act.

Average Teacher Experience

A four-category grouping of average teacher experience years computed as the total professional experience years for each district teacher, multiplied by each teacher's full-time-equivalent (FTE) count, followed by summing these products for the whole district, and dividing by the total teacher FTE count.

Average Teacher Salary

A four-category grouping by average district teacher salary computed as the total salary of teachers divided by the total teacher FTE count. Total salary amount does not include any other supplement.

Percent Minority Teachers

A six-category grouping according to the minority composition of district teaching populations. Minority percent is calculated by summing all non-White teacher FTEs and dividing by the total teacher FTEs.

Percent Teachers with Advanced Degrees

A four-category grouping by district percentage of teachers with advanced degrees computed as the FTE count of teachers with a master's or doctoral degree divided by the total teacher FTE count.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

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